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### What's News At Rhode Island College

Rhode Island College

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# WHAT'S NEWS

## AT RHODE ISLAND COLLEGE

Vol. 10, No. 1 September 5, 1989

## Freshmen admissions breaks all records

*Honors program students increase; more residence halls needed*

by Clare Flynn Joy

While colleges across the country are realizing a decline in freshmen admissions, Rhode Island College is breaking all its own admissions records this September with 1165 freshmen beginning classes this week.

In addition, the quality of the entering class seems on the rise, according to Patricia Sullivan, director of admissions, who said that the number of students participating in the College's Honors Program has increased at least 25 per cent from a normal class size of between 40 to 50 in past years to 63 honor students enrolled this year.

"A much more aggressive recruiting effort by a competent staff, coupled with an improved public image, and good advertising from our current students to their friends and family," Sullivan said, has led to this record-breaking year.

"The good news is still that we are serving Rhode Islanders primarily," she said, adding that over 90 percent of new freshmen are residents of the state.

As of August 1 the total number of applicants to Rhode Island College was 2514, topping by 75 the number of people who applied for admission to the College in 1983, the next best year.

The largest increase is in the area of traditional freshmen who are defined as students directly or nearly directly out of high school, according to Patricia Marzocco, coordinator of recruitment for the admissions office.

Marzocco, who organizes the recruiting effort to high schools, college fairs and other events to "let the good word out about Rhode Island College" said "the number of Honors Program enrollees were significantly higher than anticipated because a larger than usual number of applicants met the requirements for the program."

She said, "The overall quality of the freshman class compares favorably to previous classes. The increase in the number of Honors Program students reflects this upward trend."

Sullivan explained that Honors Program students are selected on class rank (upper 10 per cent), SAT scores, application essay, experience of honors coursework performed in high school, and recommendation by the program's selection committee.

"As a visible sign of the importance placed on academic excellence by Rhode Island College faculty and administrators," Spencer Hall, director of honors, said "it (Honors Program) is a supportive setting for innovative kinds of teaching for our faculty, and offers an active, participatory, intellectually stimulating educational experience for students."

According to Sullivan, "the message about the quality of education at Rhode Island College and the added benefits of participating in the Honors Program is getting out and being passed along from students to students."

In addition, Marzocco said that in-state applications rose by 359 applications, "Even as fewer Rhode Island high school seniors are available to apply to any college," she said, "our in-state applications are increasing."

Another factor directly related to an increase in applications, according to Gary Penfield, Vice President for Student Affairs and Dean of Students, is the number of requests for on-campus housing.

Penfield said that the demand has exceeded the available space for at least ten years. In recent years, doubling up of at least 70 students has occurred. "And virtually all of these students desiring residential space are in-state students," he said.

"Our Rhode Island population of students is approximately 90 percent," he said.

(continued on page 10)

## Freshman orientation— a 'microcosm' of experiences to come

by Cynthia L. Sousa

This summer over 850 freshman attended orientation sessions sponsored by New Student Programs, according to Delores Passarelli, director. Passarelli said that the program has been positively received by students and by their parents, who also attend part of the program.

The two-day summer program for freshmen students is held in seven sessions of about 126 students each.

Aside from familiarizing them with the offerings, policies and procedures of the College, it is a "microcosm of the kinds of things they will experience in the freshman year," said Passarelli.

The students attend workshops where they interact with groups while learning about study skills, classroom behavior, program requirements, college "jargon" and student organizations.

They role-play situations common among freshmen such as changing one's major or feeling alone in a new environment. They attend mock classes, have dinner in Donovan Dining Center, attend a performance of the Summer Theatre and can attend a social event.

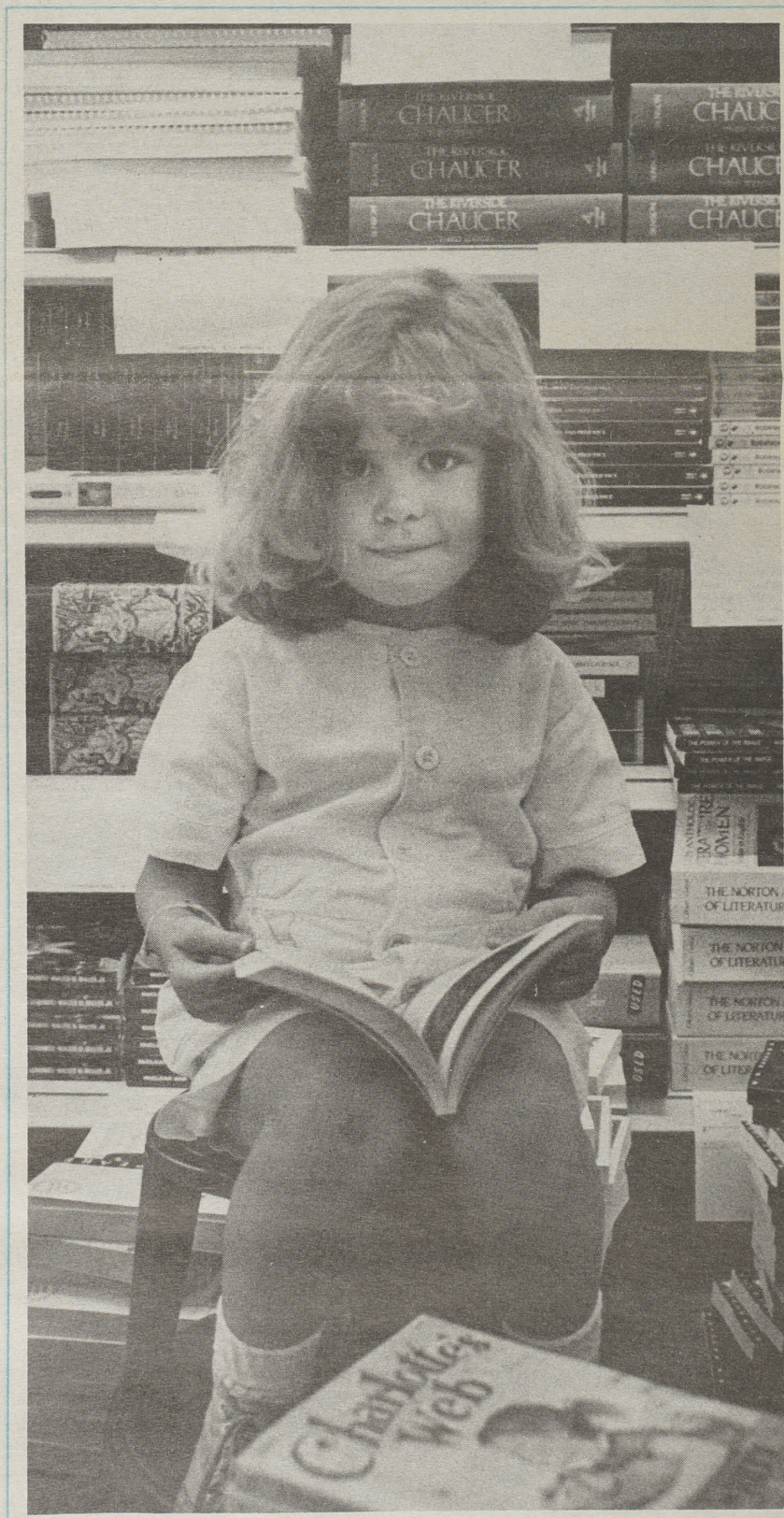
Workshops on job opportunities, honors curriculum, leadership skills, fitness and other topics are held. Students complete their fall schedule with the help of an academic advisor and register for classes.

Passarelli has been running orientation programs here since 1979. She, along with 11 student peer counselors and six faculty staff members "work very hard to make the program work."

"The whole staff worked as a team to portray the College's positive aspects and to try to make the students' transition into school easier," Passarelli said. Activities are chosen which allow the "young adults" to interact with larger and larger groups. "Familiar faces will be welcomed in September," Passarelli said.

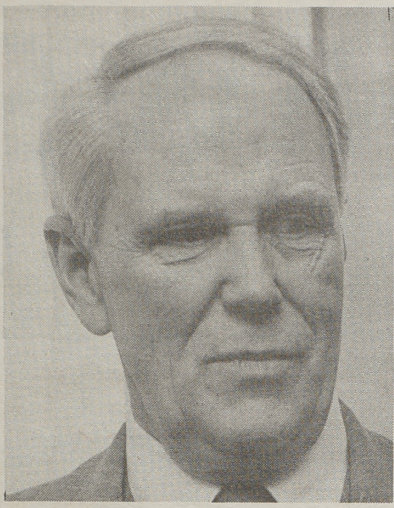
Parents' involvement in the program is separate from their sons' or daughters', but similar. They attend a discussion of "The Great MomPop," where they react to several vignettes depicting common situations faced by new students and their families.

(continued on page 10)



AMONG THE TOMES of Chaucer and Shakespeare, Lyzabeth Wilson, 4, finds a copy of the popular children's classic *Charlotte's Web* while waiting for her mom, Sharon, a sophomore biology/pre-med student of Providence, to purchase books for the new semester at the Campus Store. Classes begin today. (What's News Photo by Gordon E. Rowley)





PHILIP PEARSON JR

## Pearson appointed professor emeritus

Dr. Philip R. Pearson, Jr., professor of biology, was appointed to the rank of Professor Emeritus recently by President Carol J. Guardo.

The rank was awarded in recognition of Pearson's distinguished career. He was cited for his "22 years of service to the College community as a valued colleague, knowledgeable teacher, and active scholar."

His teaching spanned courses in biology, botany, biogeography and geology. As a researcher he traveled to Alaska, New Zealand and Australia to conduct his work and publish research articles on arboreal ecology in a variety of scholarly journals.

## Focus on the Faculty and Staff



SUSAN SCHENCK

Dr. Susan J. Schenck of the College of Charleston, S.C., has been appointed director of the Rhode Island College Office of Clinical Experience effective August 15, it was announced by Dr. Robert F. Schuck, dean of the School of Education and Human Development. Schenck had served as director of teacher education at Charleston.

Dr. George L. Pamental's paper, "The Course in Business Ethics: Can it Work?" was accepted for publication by *The Journal of Business Ethics*. It was read at the annual conference of the Society of Business Ethics in Washington, D.C., in August. Pamental is an assistant professor in the department of economics and management.

Vernon J. Williams Jr., assistant professor of history, has been selected as a research associate at the Afro-American Studies Center at Boston University for the next academic year. This will permit him to work on his second book and to serve as editor of the *New England Journal of Black Studies*, the BU study center "Occasional Papers" series, and conduct a small weekly seminar for advanced students.

Dr. Audrey P. Olmsted, assistant professor of communications, has won recognition as an outstanding international student advisor by *Who's Who Among International Students in American Universities and Colleges*.

Dr. Margaret A. Hainsworth and Mary L. Burke, both of the nursing department, presented professional papers at the Sigma Theta Tau international meeting in Taiwan in June.

Carol R. Shelton, assistant professor of nursing, spoke at the Transcultural Nursing Societies meeting at the University of Linburg in the Netherlands in August.

"Keith's Years as Lecturer in the Constitution of the British Empire at Edinburgh University, 1927-1944" is the title of an article by Ridgway F. Shinn, Jr., professor emeritus of history, which appeared in *Edinburgh University History Graduates Association Newsletter* in June 1989.



PATRICIA SHOPLAND

Rhode Island College has named Dr. Patricia P. Shopland principal of Henry Barnard School. Shopland, recently was director of curriculum and instruction for the Mansfield, Mass. public schools. She replaces Dr. Richard E. Sevey, who retired last fall as principal after 15 years of service. Shopland, who received her doctorate from Teachers College of Columbia University, has been active both as an elementary school teacher and college faculty member.

Janet A. O'Connor of Cumberland has been named acting director of financial aid here, replacing William H. Hurry, Jr., who was recently appointed dean of admissions and financial aid.

## Research and Grants Administration: Request for proposals

The Office of Research and Grants Administration will be providing information about requests for proposals (RFPs) on a regular basis in this column. Anyone interested in obtaining further information or applications and guidelines need only circle the number of the RFP on the coupon below and send it to the office in Roberts 312.

**1. International Research and Exchanges Board:** Specialized Language Training. In-country language study programs provide participants with language capability sufficient for research and training. Grants for the Soviet Union are limited to the study of non-Russian languages. Grants for Eastern Europe may be used in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia. Both graduate students and faculty may apply. DEADLINE: Oct. 15.

**2. National Endowment for the Humanities:** Interpretive Research: Projects. Grants averaging \$50,000 per year support coordinated or collaborative research projects in all fields of the humanities, full or part-time, for up to three years. Projects supported include biographies, historical studies in literature and the arts; research in the basic humanities disciplines; focused interdisciplinary studies; humanistic research in political science, sociology and cultural anthropology; and archaeology projects. Projects that provide a new synthesis and interpretation of existing research are particularly encouraged. DEADLINE: Oct. 15.

**3. The Charles A. Lindbergh Fund, Inc.** The fund provides grants of up to \$10,580 to individuals whose initiative and work in a wide spectrum of disciplines further the balance between technological progress and the environment. The categories are Aeronautics, Astronautics, Aviation, Agriculture, the Arts & Humanities, Biomedical Research, Conservation of Natural Resources, Health and Population Sciences, Intercultural Communication, Oceanography, Water Resource Management, Waste Disposal Management, and Wildlife Preservation. DEADLINE: Oct. 17.

**4. United States Information Agency:** Fulbright Teacher Exchange and Summer Seminars Program. Opportunities for academic administrators and faculty to participate in a one-on-one exchange with personnel overseas or in summer seminars conducted abroad. Participating countries are announced each year. 1990-91 exchanges include: Argentina, Belgium/Luxembourg, Brazil, Canada, Colombia, Chile, Cyprus, Denmark, France, Federal Republic of Germany, Hungary, Italy, Iceland, Mexico, the Netherlands, Norway, the Philippines, Senegal, South Africa, Switzerland, and the United Kingdom. Summer Seminars will be held in Italy and the Netherlands. DEADLINE: Oct. 15.

**5. National Science Foundation:** Teacher Preparation Program. Supports the development and evaluation of innovative approaches and creative new materials for the pre-service preparation of teachers in the areas of science, math, or technology

### Office of Research and Grants Administration

Please send me information on the following programs: (Circle programs of interest to you.)

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| 1. | 2.  | 3.  | 4. |
| 5. | 6.  | 7.  | 8. |
| 9. | 10. | 11. |    |

Name: \_\_\_\_\_

Campus Address: \_\_\_\_\_

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education, and research on factors affecting the teacher preparation process. Projects should focus on national issues and the development of widely replicative models. Collaborations among scientists, science educators, teachers and other science-teaching experts are encouraged. DEADLINE: Oct. 15.

**6. U. S. Department of Education: FIPSE:** Comprehensive Program. Supports projects designed to encourage the reform, innovation, and improvement of postsecondary education with a focus on enhancing the equality of educational opportunity. Successful projects are characterized as comprehensive, action-oriented, risk-taking and responsive to the needs of practitioners; they are usually designed in response to local needs, but have the potential to influence practice elsewhere. Annual guidelines emphasize areas of concern. The application process begins with the submission of required preliminary proposals. DEADLINE: Oct. 17.

**7. Canadian Embassy: Canadian Studies Faculty Enrichment.** Provides faculty with an opportunity to either develop a new course on Canada or modify an existing course with little or no Canadian content to be included as part of their regular teaching load. Courses in the social sciences, business, environment, humanities, law and fine arts are eligible. New or modified courses must reach a level of at least 50% Canadian content. Faculty may request US \$1,500/month for up to 4 months to cover direct costs. DEADLINE: Oct. 31.

**8. Institute of International Education:** Graduate Study Abroad. Funded under the Fulbright-Hays Act and administered by the Institute, awards support advanced graduate research and study abroad in all fields. The types of awards vary from country to country. DEADLINE: Oct. 31.

**9. American Honda Foundation:** Grants Program. Awards are made for projects that meet the most pressing needs of youth and scientific education. Emphasis is on broad, innovative and forward-thinking projects with national scope that are dedicated to improving the human condition of mankind. Grants during the past year ranged from \$17,000 to \$65,000. DEADLINE: Nov. 1.

**10. U.S. Department of Education:** Faculty Research Abroad. Assists institutions in strengthening their foreign language and area studies programs by having faculty maintain their language and area studies expertise by conducting research abroad. Fields of study include economics, geography, modern history, political science, sociology, and rarely taught languages. Overall goal is to strengthen research knowledge on world areas not widely included in American curricula. Projects focusing on Western Europe are not funded. Awards include a

**11. U.S. Department of Education:** Group Projects Abroad. Supports projects to help institutions improve and develop their programs in modern foreign languages and area studies through overseas group projects in research, training and curriculum development. Grants may be used for international travel; maintenance allowances; purchases of artifacts or other teaching materials; project-related travel in the overseas area; and rent for facilities and clerical support in the country of study. Over \$2 million is available for awards in FY 90. TENTATIVE DEADLINE: Oct. 23.

### EDITOR

Clare Flynn Joy

### ASSOCIATE EDITOR

George LaTour

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Gordon E. Rowley, Photographer  
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### DEADLINE

Deadline for submission of copy and photos is noon the Tuesday before publication date.

### PRINTING

TCI Press



# Provost Enteman to leave administrative duties, return to teaching, research fulltime

Dr. Willard F. Enteman, a former president of Bowdoin College in Maine who has served as Rhode Island College's provost and vice president for academic affairs since spring of 1982, will return to teaching and research on a fulltime basis in the 1990-91 academic year.

Fullfilling his "ultimate desire" to "resume teaching and research on a fulltime basis," Enteman will assume the faculty position of professor of philosophy on the faculty here.

"I am delighted that President (Carol J.) Guardo has acceded to my request to devote my energies to teaching and research.

"I have always seen my professional career as divided into three periods with a middle period in administration surrounded by my primary career as a teacher," wrote Enteman in a memo to College colleagues in July.

Staying on as provost until the academic year 1990-91 will allow Enteman "to see the preparations...through to completion" for a successful comprehensive accreditation review by the New England Association of Schools and Colleges. Such was the request of President Guardo.

"Thus, the summer of 1990 seems to be a good time for the Collge to welcome a new provost," wrote Enteman.

The provost's responses to the following questions by *What's News* editors reflect his feelings on some of the key issues in education today.

**You have always been supportive of Rhode Island College students and their quest for a college degree, often times against strong odds. What are your thoughts on the student body in general over your eight years here?**

I did not realize my primary commitment had been so obvious. You are remarkably sensitive to have picked that up. Early in my administrative career, the so-called student consumer movement began its popularity. It was never popular among students and it largely died out until William Bennett tried to breathe some life into it. It was largely popular among professional higher education scholars. I made a few conference presentations attempting to show that the movement was conceptually fallacious and dangerous, and I did a chapter in Fred DeBolman and Clarence Walton's book trying to show that the consumer metaphor and the other popular metaphors used by higher education scholars were wrong-headed. Of course, in retort, I was identified as anti-student. That worked only because people did not read and listen. Far from being anti-student, I argued that we should learn to appreciate students not through the colored glasses of metaphors but as human beings, as people, with all the richness that implied. All my professional career in higher education, I have had the honor to work at colleges where the primary commitment is to students. Research universities have other agendas as do other institutions, but ours is centrally committed to the education of students and in the end that commitment should not conflict with any other.

I have been stimulated by my work with Rhode Island College students, and they are a delightful group of people to know. Students have great faith in us. They ask us to transform their lives, and we try to do so. The Rhode Island College students are very much involved in that transformation. As I indicated, they are terribly distracted and torn by other demands on their lives, and that is frustrating at times until one realizes that the distractions are a consequence of the fact that they are very much a part of the world in which we live. Teaching students who are removed from the world

and transplanted to a controlled environment has its joys and pleasures. It also has its frustrations: wondering whether the lessons learned will ever stick when they return to the real world. Perhaps I could use an analogy here. One of the arguments in favor of women's colleges is that they create an atmosphere in which women can grow and develop apart from the pressures imposed in a coeducational setting. While I do not find that argument finally convincing, there is merit to it. The retort by many young women seems to be that, like it or not, they will have to enter into a coeducational world, and they might as well learn how to deal with those pressures in college. Wheaton and Vassar, as I hear them, have decided that the best education for women is now coeducation (whatever the conditions in an earlier era). Let me follow the analogy and ask whether the best college education in general is in institutions which create an environment purposefully different from that in the world into which students will enter or whether students might as well learn what life is like in that world even while they learn to pursue their studies. It is a reasonable question with no clear answer (which may mean that different students will do better in different settings). Prestige, status and reputation currently belong to the isolated residential programs. The facts are otherwise. Of approximately 13,000,000 students in higher education, about 2,000,000 are full time students in residence and in the 18-22 year old category. The rest look more like Rhode Island College students. Our students have accepted the promise of higher education; they work against substantial odds to fulfill their goals. Why wouldn't I work against strong odds to help them?

I believe our students are wonderful people. I have had the honor to have them in my classes and to know some of them out of class. As a teacher and as a scholar, I have never been more deeply engaged than I am now with our students. Wealthy students of higher social standing need an education also, just as the people who go to Benetton need clothes, and I have enjoyed teaching such students in the past. However, the Rhode Island College students are struggling with real concerns, and in my experience, at least, they are much more ready to express appreciation for what we can provide. I look forward to the opportunity to spend more time with them in class and out.

**Would you elaborate on your statement that Rhode Island College has a "potentially bright future?"**

In my opinion, Rhode Island College has been going through a major period of transition for the past fifteen or twenty years. It has had to move from a single purpose teacher's college to a multi-purpose comprehensive college. I believe that transition continues today, and it will not be complete by the time I assume my faculty post or probably even by the time I retire. I believe much of the tension we experience at the College is a consequence of that transitory process. I have had the privilege of working closely with two presidents who had a clear vision of the goals of such a transition, and much of what we did was in an attempt to move the College along in that regard. I believe the processes and programs are in place to move the transition along further, and I think when it is complete, the College will be in very good shape. Of course, there are forces which do not understand or see that future, and there still are some forces which do not want it. There is no guarantee which forces will not carry the day, and, as a consequence, I used the term "potentially."



WILLARD F. ENTEMAN

While the College could make excellent use of additional resources, and while I believe the students would be the primary beneficiaries of such resources, the most important resource, the faculty, has been building for some time, and it is an excellent resource already. The faculty provide the hope for the future, and on that score we can be very optimistic. Thanks to the hard work of many faculty and department chairs, our recruitment efforts have gone very well, and we have brought some extremely strong faculty to the college over the past few years. If we can persuade them to think of Rhode Island College as a home for themselves, we shall be very fortunate.

**Do you feel Rhode Island College has made steady progress on emphasizing both liberal arts education and career training for its students?**

First, since I am going to resume my full time commitment to philosophy, let me suggest an adjustment in your words. You make a distinction between liberal arts *education* and career *training*. I know that way of talking has a lot of currency especially among the humanists who are characteristically most conservative and most snobbish about language. Language is important. I believe that programs which consciously prepare students for careers can with justification be called *educational* programs, so some of

the thrust of your question is moderated when the language is changed. However, there is an aspect to your question which I think it is important to address. That is the extent to which we have been able to integrate the arts and sciences and professional programs. On that score, I believe we have done very well under some very trying and constraining circumstances. We have essentially created some new professional programs while maintaining a solid set of arts and sciences programs. We have a general education program which insures that students are exposed to a variety of basic arts and sciences disciplines. That program has been given a careful review by a conscientious faculty committee, and its review will be the subject of discussions during the next academic year. I am pleased with what we do, and I think our program puts us well within the mainstream of higher education. It is not a radically different or innovative program, but I believe that is probably good. My sense is that most of the radically different and supposedly innovative programs are more interesting because they are different than because they provide a better general education. Of course, as you can tell from the answer to your previous question, I wish we would commit a greater amount of our efforts and resources to the attempt to determine whether the program actually works, but our failure to do so again puts us in the mainstream of higher education.

There are more *a priori* refutations of the ability to make that judgment than *a posteriori* attempts to carry out the project.

Thus, I answer your question solidly in the affirmative. I am delighted to be at a college with all the curricular mix of Rhode Island College, and I am delighted to be at a college where students take their education seriously—especially in terms which are most meaningful to students. Whether academics like it or not, the facts are that the vast majority of all college students are dominantly interested in employment. As faculty members, we are intrinsically interested in the subjects we study. However, most of our students are instrumentally interested in those subjects. I believe they expect us to be intrinsically interested in our subjects and are disappointed when we, too, are only instrumentally interested. However, our great challenge is to communicate with them in spite of our differences in attitude about the subject in question. It is snobishness of the worst sort to assume that professional programs cannot be intrinsically interesting to faculty scholars. Of course they can be, and I am delighted to say that many of our faculty in the professional programs have just that kind of interest. It does not take long in talking with our faculty in the professional fields to find their deep interest and commitment

to their subject matter far beyond anything which could be explained purely on instrumental grounds. In fact, I believe the further one gets into the professional disciplines, the more one finds connections with the arts and sciences, and the differences become increasingly obscure. For example, given my background, I have had an interest in management education. I have been pleased to do some teaching for the management curriculum. I have to confess I often do not know when within a particular class I have been doing management rather than philosophy and all of that distinct from economics. Quite frankly, I do not even think the effort to try to make those distinctions is worth the work. In one college, I was asked to teach the history of economic thought course for the economics department. How can one teach Smith or Marx without doing history, economics, philosophy, political science and management theory (not to say mathematics)? My point is that the disciplines are all interwoven and that is as much true for the professional disciplines *vis a vis* the arts and sciences as it is among the arts and sciences themselves.

*The staff of News and Publications Services welcomes the College community to the fall 1989 semester.*





**PRESENTING CHECK** for the first installment of a \$24,000 grant to Rhode Island College is John Killian, vice president New England Telephone Co. President Carol J. Guardo accepts the check on June 22 in her office. The unrestricted grant is part of New England Telephone's academic support program for colleges and universities. It recognizes consistently high standards of quality both in programs and graduates. (*What's News Photo by Gordon E. Rowley*)

## R.I. College ROTC cadets attend camp

Six cadets from the R.I. College Reserve Officers Training Corps (ROTC) program successfully completed Camp All-American in Fort Bragg, North Carolina this summer.

The camp is a six-week summer camp designed to instruct future Army Officers in such military skills as first aid, survival training, squad and platoon tactics, military systems knowledge and practical leadership management.

Having successfully completed the camp enables each senior cadet to be commissioned as a second lieutenant in the Army upon graduation from Rhode Island College.

The six participants were: John Bento, Tim Boulay, Frank Castellone, Johann Gomez, Thomas Leamy and Brian Thornton.

## Conlon awarded scholarship from national sorority

Leslie Conlon, a senior majoring in special education here, has been awarded one of two special education scholarships given nationally by Alpha Sigma Alpha sorority.

Conlon was chosen from a pool of applicants from across the country. Her strong academic record, community service, awards, and evidence of commitment to a career in special education made her a candidate.

Alpha Sigma Alpha sorority has chosen as its national philanthropic project aid to the mentally handicapped. The sorority is committed to supporting the Special

Olympics program through direct volunteer service.

The national organization also provides financial assistance through a scholarship program for members and non-members pursuing graduate and undergraduate work in the field of special education.

Conlon was sponsored as a candidate by the sorority's Boston Alumnae chapter. Silvana Richardson, a Rhode Island College nursing faculty member, serves as this chapter's vice president and as the national organization's philanthropic chairman.

## Justice Studies Program offers first colloquia

### To discuss *Roe vs. Wade*

Rhode Island College Justice Studies Program, approved by the state Board of Governors for Higher Education in 1988, will present the first of its fall colloquia Wednesday, Sept. 20, from 12:30 to 2 p.m. in Gaige Hall auditorium.

The series—to focus on major current issues of justice—will have as its first topic “Roe vs. Wade: Modified: Where Have We Been and Where are We Going?”

Presenters will be Mary Ann Sorentino, former president of Planned Parenthood in Rhode Island, and Dr. David Inman, a priest and dean of students at Brown University who is an outspoken critic of the Roe vs. Wade decision.

Panelists will be Family Court Justice Haiganush Bedrosian, Rhode Island state Rep. Nicholas Tsiongas of Providence, and former state attorney general Arlene Violet. Moderator will be Dr. Mary Ann Hawkes, sociology professor emerita.

The event is open to the public and free of charge. It is sponsored by the College Lectures Committee.

The Justice Studies Program offers majors in criminal justice and justice and society. The program is a collaborative effort of the departments of sociology, political science, anthropology, philosophy and psychology.

For more information contact Dr. Pamela Irving Jackson, director, at 456-8026.

## International picnic raises money for Study Abroad Fund

An international picnic to raise funds for the Ridgway F. Shinn Jr. Study Abroad Fund brought in more than \$600 Sunday, May 21, as 75 international students, faculty and friends of the College gathered at the home of Drs. Richard and Carolyn Fluehr-Lobban in Cranston.

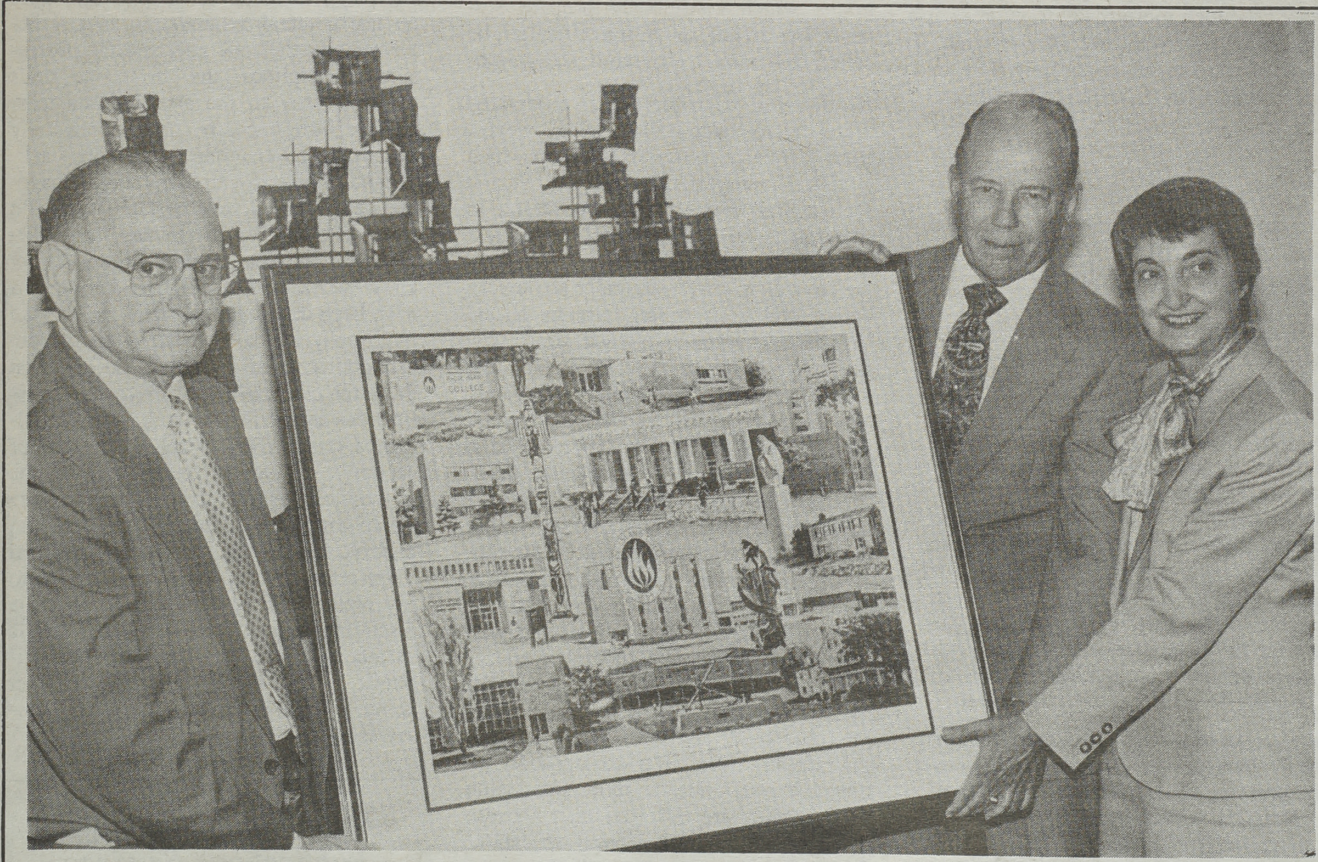
Goal of the fund is to raise \$150,000, reports Dr. Ridgway F. Shinn Jr., professor emeritus in history, for whom the fund is named.

As of now, the fund has more than \$52,000 which is being held within the Rhode Island College Foundation.

The first scholarships to assist students in studying abroad won't be awarded until the spring of 1990, says Shinn, explaining that this follows the original plans of those who established the fund.

The intent is to allow the fund to grow to a point where sufficient monies for scholarships will be available from interest on the endowment, thus leaving the principal in tact.

The awards committee is headed by the chair of the department of history. The fund was established in late 1987.



**R.I. COLLEGE LITHOGRAPH PRESENTATION:** Joseph Muratore (left) of Warwick, retired vice-consul for the Italian government and prominent Rhode Island businessman, commissioned the lithograph of Rhode Island College shown above. Artist Karl Rittmann and College President Carol J. Guardo are at right. Scene is a formal presentation of the lithograph to the College August 17 in the president's office. College and higher education officials and their guests attended the presentation and reception. Reprints of the color 24 x 30-inch work are on sale at the Campus Store with proceeds going to help develop the college's Adams Library special collection section. (*What's News Photo by George LaTour*)

The next issue of  
*What's News* is

Monday, Sept. 18.

Deadline for photos,  
copy, etc. is

4:30 p.m., Sept. 12.



## '89 grad wins 1st prize in PJB short-story contest

by George LaTour

Cynthia Perkins Danyluk of Riverside, a 1989 graduate of Rhode Island College with major credit in English and a concentration in creative writing, has been named the first-prize winner of the fourth annual Providence *Sunday Journal* Magazine short-story contest.

Her entry, "Go Fish," won out over 479 entries from throughout the Journal circulation area and nets the award-winning writer her first piece of published fiction.

Danyluk, 35, had previously been co-winner with Gretchen Robinson of the College English department's annual Garrique Award for creative writing, and was the winner of the English Club's fiction award, both in 1989.

Her short story and biographical sketch "About the Author" appeared in the *Sunday Journal* Magazine on August 27 along with the second and third place prize winners.

As first-place winner, she receives \$300.

"Needless to say, we're pretty proud of Cynthia, and also that recent events like this have begun to indicate the depth of this creative writing program we're putting together here," commented Dr. Thomas L. Cobb of the College English department.

Danyluk, in turn, has high praise for the English department and Cobb, a novelist whose work, *Crazy Heart*, published by Harper & Row in 1987, drew critical praise and brisk sales as well as a bid to turn it into a movie.

Danyluk worked with Cobb and Mark Anderson, also of the English department, while an undergraduate here.

Maria Miro Johnson of the Providence Journal wrote about Danyluk's story: "We all agreed. The prize goes to 'Go Fish,' a story that impressed us with its richness and complexity, its lively confusion."

"In a confident, colloquial voice, Cynthia Perkins Danyluk creates a small, busy world, 'a lawless, lost little place,' where characters meet and part in a dance of daily life."

### Rhode Island native

A Rhode Island native, Danyluk attended East Providence High School and then Johnson & Wales College's culinary arts school which was followed by 10 years in the restaurant business, operating her own catering company and managing a restaurant.

She also was employed "for awhile" as a construction worker doing building renovations "but I had always wanted to come back to school."

Having been "writing since I was a kid," she wanted to develop that talent and enrolled at Rhode Island College.

She graduated with highest honors last spring.

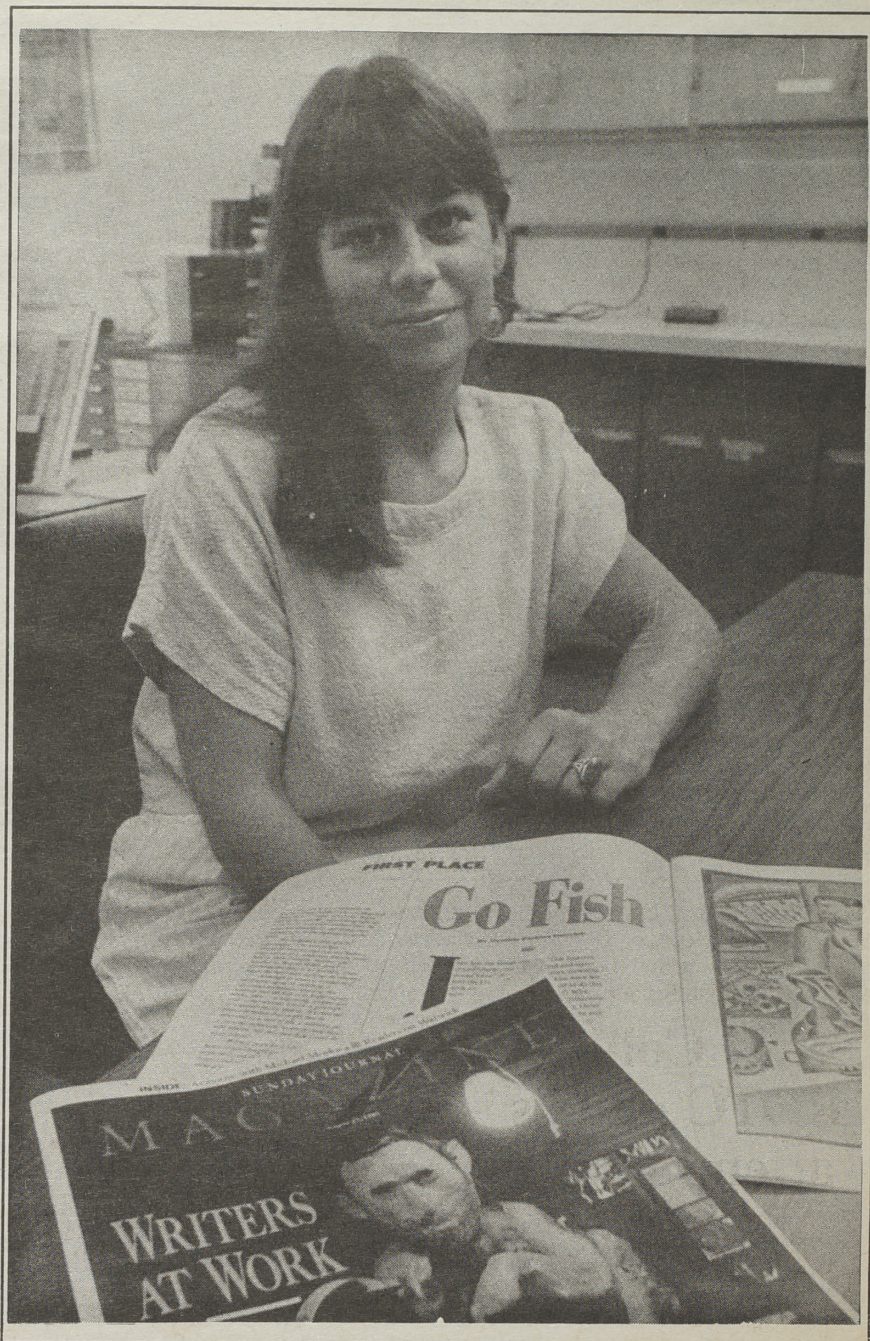
*"In a confident, colloquial voice, Cynthia Perkins Danyluk creates a small, busy world, 'a lawless, lost little place,' where characters meet and part in a dance of daily life."*

Danyluk has another short story and a couple of poems scheduled for publication in *Shoreline*, literary magazine produced by students in the English department, and has entered the *Red Book* fiction writers competition.

Other than that, she has joined with two other writers in a writers' group to meet regularly and critique each other's work.

She does some freelance advertising copy writing and currently tends bar at the Cafe in the Barn in Seekonk.

Danyluk plans to take a year off from formal studies and then hopes to attend the University of Arizona (where Cobb studied) for a master of fine arts degree and, eventually, a Ph.D. in creative writing.



CYNTHIA PERKINS DANYLUK of Riverside with copy of her first-place prize-winning article in the Providence *Sunday Journal* Magazine short-story contest. A 1989 graduate of Rhode Island College, she concentrated her studies on creative writing. (What's News Photo by Gordon E. Rowley)

## Alumnus finds hiking to be a 'fantastic experience'

by Cynthia L. Sousa

Outdoor activities have always been a part of Ed Blamires life.

He played soccer and tennis as an undergraduate at Rhode Island College, graduating in 1962, later coached soccer at Cranston West High School, and operated children's summer camps for over 20 years.

So, when friends asked Blamires to go hiking in the White Mountains of New Hampshire a few years ago, he was eager to try a new activity.

Blamires fell in love with hiking—not only the physical aspects of it, but the hidden waterfalls, delicate wildflowers and wide vistas where the landscape is "overwhelming."

Every year since then, Blamires has gone back to the heart of New England's most popular backcountry region with friends for the scenery, forests, lakes, wildlife and sunsets. "It's a fantastic experience," he says. "The views are stunning, the sunrises and sunsets matchless."

Most recently, he and Jerry Walsh, a science teacher from Cranston East, hiked for five days across the treeless ridgeline of the Presidential Range and over the top of Mount Washington.

Blamires says that hiking above the treeline at about 4,000 feet is tricky. "In an arctic environment the weather can change very quickly so proper equipment is necessary for a safe and comfortable hike."

The wind and clouds can move in rapidly, minimizing the views of the ocean a hundred miles away, Blamires remembers. Even during the summer months, storms can blanket the region in ice and snow. Fortunately, Blamires and Walsh had very cooperative weather for their hike.

On each hike, Blamires carries a pack weighing 25 to 30 pounds. In it he stores a water bottle, trail maps, cold weather and rain clothing, a flashlight, first aid supplies and snacks.

"The pack gets lighter on each trip," he says. "You get rid of things you really don't need. Some hikers have even gone as far as drilling out the center of their toothbrush handle to make it lighter," he laughs.

*"The views are stunning, the sunrises and sunsets matchless."*

Hikers have their own vocabulary, Blamires attests. For instance, trails are marked by "cairns," piles of rocks, and, when you need to stop for a rest, you try to find a "crumpstone" where you can sit and rest your pack to relieve the weight.

"The people you meet hiking are unique," Blamires says. "Some are strict environmentalists, some are retirees, others are teenagers, some are city dwellers escaping from the fast pace of the city for a while. You meet all kinds," he says.

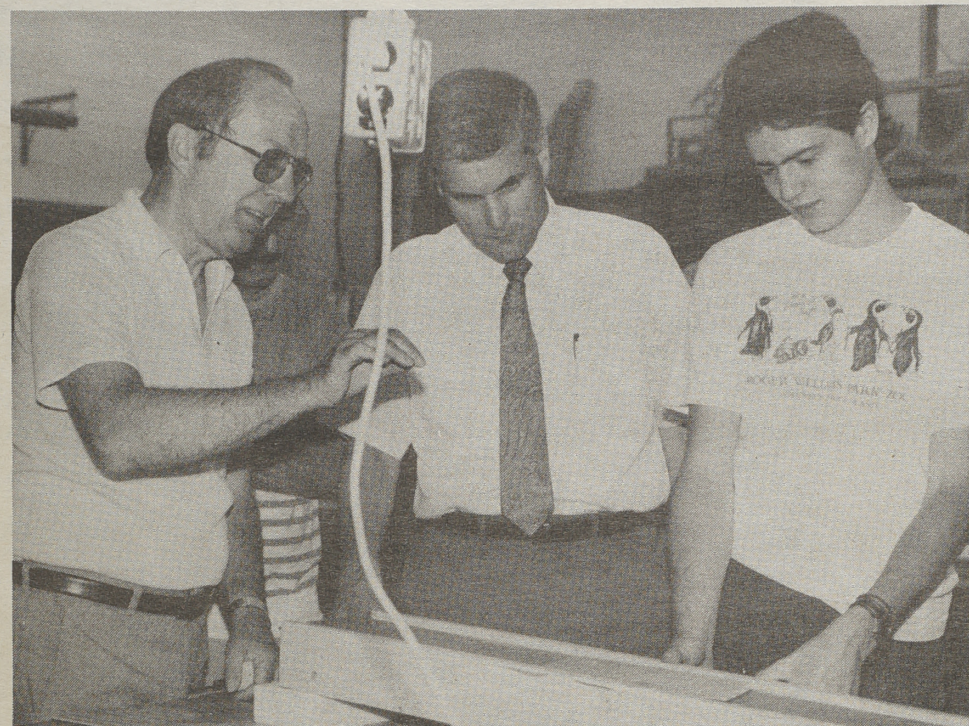
(continued on page 10)



Ed Blamires looks over the guides and trail maps he and friend Jerry Walsh used in their recent hike in New Hampshire's White Mountains. (What's News Photo by Cynthia Sousa)



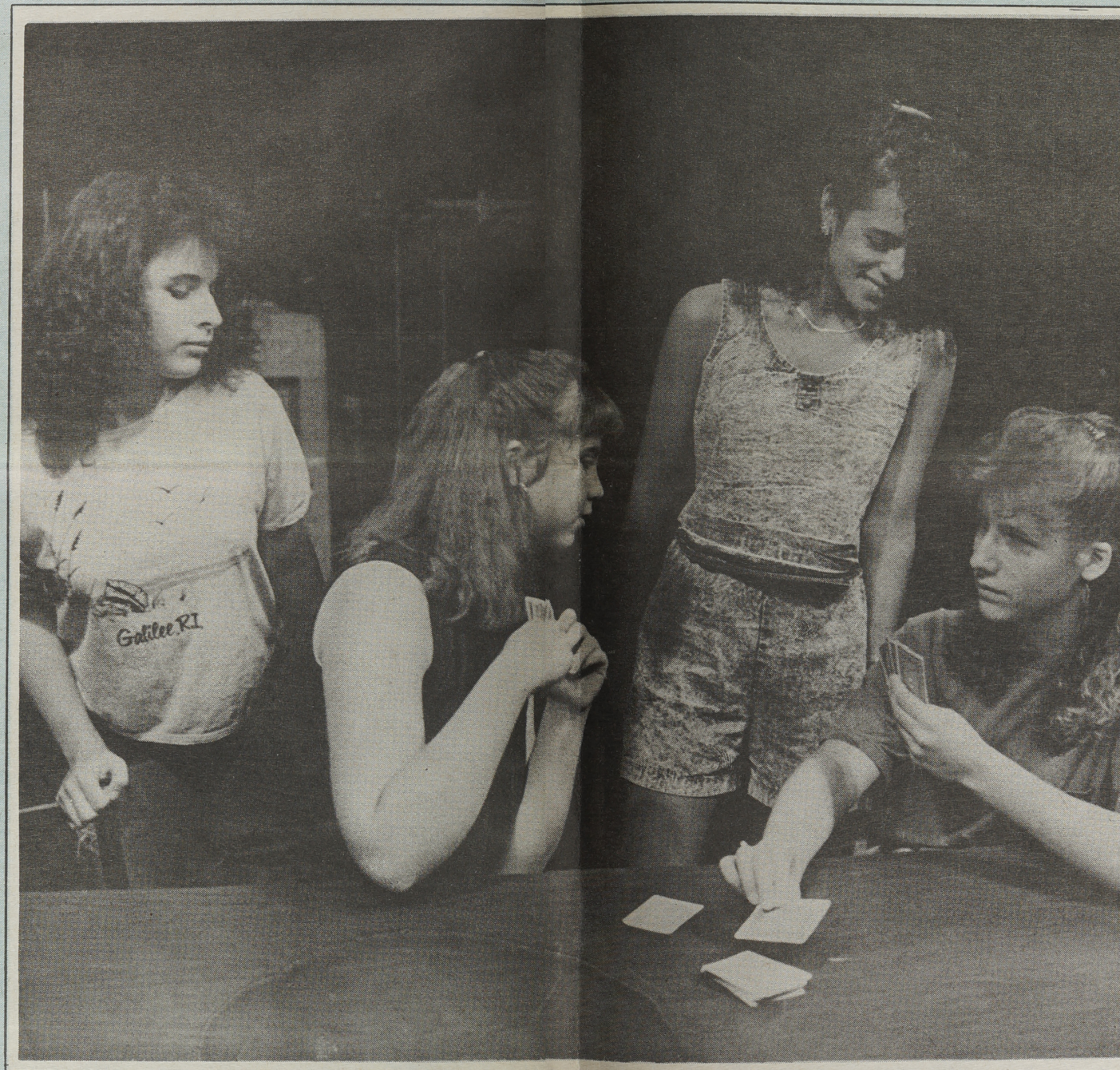
# 1989 Summer activities at Rhode Island College



**HOW IT WORKS:** Thomas Wright (left), industrial education/technology professor from Ball State University, James McCrystal of Rhode Island College's industrial technology program faculty, and Sean Doyle of Warwick, a student here, watch their air-cushioned conveyor operate at the College's first professional development institute June 28-30. 'Working on Tomorrow' was the theme for the institute, which was funded by Workforce 2000 to bring together the state's industrial ed/technology teachers, college faculty and reps from industry to work on upgrading teacher skills with the more sophisticated technology available today. (What's News Photo by Cynthia Sousa)



**INTERESTED IN R.I. COLLEGE:** Sandi Greene (center) of Putnam, Conn., and friends Kocoa-Jean LaRiviera (left) of Putnam and Robin Poirier of Woonsocket, look over the faculty-staff newspaper, *What's News*, while waiting to participate in the parents' portion of New Student Orientation which ran from July 6-27. Greene has a daughter who starts here as a freshman this week. (What's News Photo by George LaTour)



**SUMMER IMPROVISATION:** Rhode Island College's High School Summer Theatre Camp finds (l to r) Lisa Falk, a senior at Smithfield High; Judy Hall, a junior at Ponagansett High; Lori Pella and Patricia Hammersley, seniors at Johnston High, doing some improvisational acting in a card-playing scene. The workshop was one of many, including singing, stage management, lighting, sets, costumes and make-up, that was offered at the College's first summer theatre camp for high school students age 14 and over. The camp was held from June 21 to August 13. (What's News Photo by Gordon E. Rowley)



**PEP AWARDS:** Monica Berrios (left) of Hope High School and Amy Castillo of Classical receive books from Joseph Costa, director of Rhode Island College's Preparatory Enrollment Program, upon completion of the program which preps incoming freshmen for the rigors of college studies. Some 51 high school seniors participated in the program this year. Site above is Gaige Hall auditorium on July 26. (What's News Photo by Gordon E. Rowley)



**TAFT SEMINAR IN GOVERNMENT** participants enjoy a comment by Prof. Victor Profughi (far right), program director, as they take a break from the informal meetings at Rhode Island College's Faculty Center for some 30 elementary and secondary school teachers from throughout the state. Others pictured are (l to r) Claude Gladi of Lincoln High School, co-director; Ray Palin of Cumberland, and Burt Stallwood, Lincoln town administrator. Funded by the Robert A. Taft Institute of Government in memory of the late Ohio Senator, the seminar—held this year June 25-July 7—brings together state and local political leaders, political reporters, campaign workers and others to discuss the importance of the two-party system and the political process. (What's News Photo by George LaTour)



# New faculty and staff members here announced

Twenty-six new faculty have joined the Rhode Island College campus community for the start of the 1989-90 academic year. Thirty-four staff members have also been hired since January, according to Gordon N. Sundberg, director of Personnel Services.

The College community extends a warm welcome its new colleagues. A listing of the faculty and staff follows.

## New Faculty Appointments

**DR. RICHARD J. BARTKOWSKI** - has accepted a tenure line appointment as Assistant Professor in the Department of Economics and Management. Dr. Bartkowski received a B.S. from King's College and his Ph.D. from the University of Pittsburgh. He formerly taught at the University of Pittsburgh, the University of Connecticut, and Clark University. Dr. Bartkowski resides in Storrs, Connecticut.

**DR. NANCY BROWN** - has accepted a tenure line appointment as Associate Professor in the Department of Economics and Management. Dr. Brown received both a B.A. and an M.B.A. from Southern Illinois University and a Ph.D. from St. Louis University. She formerly taught at Southern Illinois University, St. Louis University, the University of Akron, Northeastern University, and Clark University. Dr. Brown resides in Thompson, Connecticut.

**DR. STEPHEN BROWN** - has accepted a tenure line appointment as Assistant Professor in the English Department. Dr. Brown received a B.A. from the University of California, Irvine, and an M.A. and Ph.D. from the University of Virginia. He formerly taught at the University of Virginia, the College Darden Graduate School of Business Administration, the University of North Florida, and the U.S. Naval Academy. Dr. Brown resides in Providence, Rhode Island.

**DR. DONNA M. CHRISTY** - has accepted a term appointment as Assistant Professor of Math in the Mathematics and Computer Science Department. Dr. Christy received both a B.A. and M.A.T. from Rhode Island College and received an Ed.D. from Boston University. She formerly taught at Cumberland High School, Rhode Island College, Bryant College, and Boston University. Dr. Christy resides in North Providence, Rhode Island.

**DR. RICHARD P. CIULA** - has accepted a one-year appointment as a National Faculty Exchange Professor in the Department of Physical Sciences. Dr. Ciula comes to us from California State University at Fresno. He holds a B.A. in chemistry from Bowling Green State University, an M.S. from the University of California, Berkeley, and a Ph.D. from the University of Washington. Dr. Ciula resides in Providence, Rhode Island.

**DR. LAURA F. COOLEY** - has accepted a tenure line appointment as Assistant Professor of Chemistry in the Physical Science Department. Dr. Cooley received a B.A. from Barnard College and a Ph.D. from Brown University. She formerly taught at Colorado State University. Dr. Cooley resides in Providence, Rhode Island.

**DR. WILLIAM DEVENNEY** - has accepted a temporary appointment as Assistant Professor in the School of Social Work. Dr. Deveney received a B.A. and M.S.W. from Boston College, and his Ph.D. from Boston University. He was formerly employed by Norwood Public Schools, the Massachusetts Department of Public Health, and the Massachusetts Department of Social Services. He resides in Hingham, Massachusetts.

**DR. GHISLAINE GELOIN** - has accepted a term appointment as Assistant Professor of French in the Modern Languages Department. Dr. Geloin received a Certificat d'Etudes Littéraires Générales Modernes, two certificates of Licence, Psychology, a Licence, English and a Maitrise, Linguistics at the Université de Rennes, and both an M.A. and Ph.D. from the University of Illinois. She formerly taught at the Collège de Jeunes Filles, Mount Stret Junior Girls' and Westgate Boys' School, Rice University, the University of Illinois, the University of Minnesota, the University of Washington, the Monterey Institute of International Studies, and Scripps College. Dr. Geloin comes to us from Claremont, California.

**DR. RONALD J. HARDER** - has accepted a temporary appointment as Assistant Professor of Anthropology in the Anthropology/ Geography Department. Dr. Harder received a B.A. and M.A. from the University of Manitoba and a Ph.D. from the University of Florida. He formerly taught at the University of Florida and the University of Manitoba. Dr. Harder comes to us from Manitoba, Canada.

**DR. JOSEPH M. HEALY, JR.** - has accepted a term appointment as Assistant Professor in the Psychology Department. Dr. Healy received a B.A., M.A., and Ph.D. from Boston University. He formerly taught at Lesley College, Boston University, and Wesleyan University, and resides in Reading, Massachusetts.

**DR. ELIZABETH M. HUERGO** - has accepted a temporary appointment as Assistant Professor in the English Department. Dr. Huergo received a B.A. from Stetson University and both an A.M. and Ph.D. from Brown University. She formerly taught at Brown University. She resides in Providence, Rhode Island.

**DR. DOUGLAS L. HUIZENGA** - has accepted a temporary appointment as Assistant Professor of Chemistry in the Physical Sciences department. Dr. Huizenga received a B.S. from the University of Michigan and both an M.S. and Ph.D. from the University of Rhode Island. He formerly taught at the University of Maine, Université du Québec, and was employed by the Environmental Science Services. Dr. Huizenga resides in Warwick, Rhode Island.

**PROFESSOR OLGA JUZYN-AMESTOY** - has accepted a temporary appointment as Assistant Professor of Spanish in the Modern Languages Department. She received an Associates of Art degree from Hartford College for Women, a B.S. and M.S. from the University of Connecticut, and is near completion of a Ph.D. program at Brown University. Professor Juzyn-Amestoy formerly taught at the University of Connecticut, Brown University, Providence College, and Rhode Island College, and resides in Pawtucket, Rhode Island.

**DR. PETER MEYER** - has accepted a tenure line appointment as Assistant Professor of Geology in the Physical Science Department. Dr. Meyer received a B.A. from Dartmouth College and an M.A. and Ph.D. from the University of Rhode Island. He formerly taught at Dartmouth, the University of Rhode Island, and did research at Woods Hole Oceanographic Institution. Dr. Meyer resides in Woods Hole, Massachusetts.

**DR. DEREK NIKLAS** - has accepted a tenure line appointment as Assistant Professor in the Sociology Department. Dr. Niklas received both an M.A. and Ph.D. from the University of Warsaw, Poland. He formerly taught at the University of Warsaw, the University of Missouri, the University of Calumet, Nichols College, and was employed by the Massachusetts Department of Corrections. Dr. Niklas resides in Providence, Rhode Island.

**DR. JUNE NUTTER** - has accepted a tenure line appointment as Assistant Professor of Physical Education in the Health, Physical Education, and Dance Department. Dr. Nutter received a B.S. at the University of Oklahoma, and an M.A. and Ph.D. from the University of Nebraska. She formerly taught at Denver Technical College, Chapman College, and Wake Forest University, and resides in Warwick, Rhode Island.

**DR. GAYLE M. POWER** - has accepted a temporary appointment as Assistant Professor in the Department of Elementary Education in the School of Education and Human Development. Dr. Power received both a B.S. and M.Ed. from Worcester State College, and a Ph.D. from the University of Connecticut. She formerly taught in the Millbury School system. Dr. Power resides in Oxford, Massachusetts.

**DR. MARITA SHERIDEN** - has accepted a tenure line appointment as Assistant Professor in the Biology Department. Dr. Sheriden received a B.A. from Newton College, an M.A. from SUNY Plattsburgh, and a Ph.D. from Boston University. She formerly taught at Boston University, and resides in Boston, Massachusetts.

**DR. MICHAEL STAUB** - has accepted a tenure line appointment as Assistant Professor in the English Department. Dr. Staub received a B.A. from Hampshire College, and an M.A. and Ph.D. from Brown University. He formerly taught at Brown University, Rhode Island School of Design, the University of Bremen, the University of Frankfurt, and Colby College. He resides in Providence, Rhode Island.

**PROFESSOR JOHN SUMERLIN** - has accepted a tenure line appointment as Assistant Professor in the Department of Music. Professor Sumerlin received a Bachelor's of Music degree from the Manhattan School of Music and a Master's of Music degree from Cincinnati College, Conservatory of Music. He also holds a performance diploma from the State University of New York at Purchase. Professor Sumerlin previously performed with the Hanalulu Symphony Orchestra and taught at West Texas State University. He comes to us from Dallas, Texas.

**PROFESSOR CHRISTINA M. SZYBA** - has accepted a term appointment as Art Teacher at the Henry Barnard School. She received a B.A. from the University of Rhode Island and an M.A.T. from Rhode Island College. She formerly taught at Bristol Community College and in the Smithfield Public Schools and resides in North Scituate, Rhode Island.

A special welcome is extended to:  
**RABBI SHMUEL SINGER** and **REVEREND GAIL WHEELLOCK** of the Chaplains Office.

**MAJOR KARL PETERSON**, Professor of Military Science; **SGT. ALFRED TURNER**, Administration NCO; **CPT. MICHAEL E. ZABOROWSKI**, Assistant Professor of Military Science. All have recently joined the faculty for the College's Army Reserve Officer's Training Corps (ROTC) program.

## New Staff Appointments

**MS. LISA BYRNES** - has accepted a temporary appointment as Acting Director of Alumni Affairs. Ms. Byrnes received a B.A. degree from Rhode Island College and most recently was employed by Wheaton College as Assistant Director of Public Relations. She resides in South Attleboro, Massachusetts.

**MS. MARGARET CARROLL** - has accepted a temporary appointment as Director of the Writing Center. Ms. Carroll received a B.A. and M.A. from Rhode Island College, where she is an adjunct faculty member. Ms. Carroll resides in East Greenwich, Rhode Island.

**DR. NATHAN CHURCH** - has accepted an appointment as Director of the Center for Industrial Technology. Dr. Church holds an M.B.A. from Case Western Reserve University and an M.S. and Ph.D. from Case Institute of Technology. Dr. Church has extensive experience in sales, marketing, manufacturing, product quality, developmental research and accounting in the field of mining and metallurgy. He resides in Lincoln, Rhode Island.

**MS. SUSAN COLEMAN** - has accepted an appointment as Technical Writer in the Computer Center. Ms. Coleman received a B.A. from Holy Cross College. Before coming to Rhode Island College, she worked as a Programmer Analyst for Old Stone Bank and Fleet Information as well as a Senior Systems Analyst and a Computer Consultant for Fleet Information. She resides in Greenville, Rhode Island.

**MS. JOANNA M. FRANK** - has accepted an appointment as Assistant Director of Aquatics. Ms. Frank received a B.S. from the University of Rhode Island. Before coming to Rhode Island College, she was employed by the YMCA Day Camp as a Waterfront Director, the town of Jamestown as Beach Manager, the University of Rhode Island as a Supervisor of URI Pools, UCP Hartford as Head Swim Coach, and received an Aquatic Teaching Fellowship from Springfield College. She resides in Jamestown, Rhode Island.

**MS. DEBERA HUGHES** - has accepted a temporary appointment as Residence Hall Director. Ms. Hughes received a bachelor's degree from Rhode Island College. Before coming to the College, she was employed by the Board of Cooperative Educational Services, Port Jefferson, New York and will reside in Thorp Hall.

**MR. WILLIAM H. HURRY, JR.** - has accepted an appointment as Dean of Admissions and Financial Aid. Mr. Hurry previously served as Director of the Center for Financial Aid and Student Employment Services and Acting Dean of Students at Rhode Island College. He holds both an A.B. and M.S. from the University of Rhode Island and is near completion of a Ph.D. program at Boston College. Mr. Hurry resides in North Scituate, Rhode Island.

**MR. WALTER JASIONOWSKI** - has accepted an appointment as Food Service Manager at the Donovan Dining Center. Mr. Jasionowski was enrolled in the Culinary Arts Program at Rhode Island School of Design, received an A.S. in Business Administration at the Community College of Rhode Island, a B.S. in Business Management at Bryant College, and a B.S. in Vocational Education Industrial Arts at Rhode Island College. He was previously employed in various food service positions at the Community College of Rhode Island, in the Cranston School Department, the Community Council Center of Pawtucket, and the Department of Corrections. He resides in Pawtucket, Rhode Island.

**MR. WINSTON G. JONES** - has accepted an appointment as Residence Hall Director. Mr. Jones received a B.M. degree from Arizona State University, where he was employed as a student assistant to the Assistant Director of Residential Life/ Operations. He will reside in Weber Hall.

**MS. ELIZABETH C. MANZO** - has accepted an appointment as Junior Programmer/Analyst in the Computer Center. She received a B.A. degree from Rhode Island College and was previously employed at the Cranston YMCA and Kittay & Blitz, Inc. Ms. Manzo resides in Cranston, Rhode Island.

**MR. EDWARD P. MARKOWSKI** - has accepted an appointment as Assistant Director of Admissions. Mr. Markowski received a B.A. degree from the University of Pennsylvania and a M.Ed. from Providence College. He has been employed at the Queen of Peace Boys High School, Cornell University, and Bishop Hendricken High School. He resides in Cranston, Rhode Island.

**MR. JOHN MCNIFF** - has accepted an appointment as Field Specialist in the College's Public Archaeology Program. Mr. McNiff received a B.A. degree from Rhode Island College and formerly was employed by the Public Archaeology Program, S.U.N.Y. - Binghamton. He resides in Warwick, Rhode Island.

**MS. JANET O'CONNOR** - has accepted an appointment as Acting Director of Financial Aid and Student Employment. Ms. O'Connor most recently was Assistant Director of Financial Aid and Student Employment at Rhode Island College. She received a B.A. from Providence College and resides in Cumberland, Rhode Island.

**MR. STEVEN E. PLATT** - has accepted an appointment as Manager of the Campus Store. Mr. Platt previously served as Assistant Manager of the Campus Store and has been employed by the Community College of Rhode Island, where he received an A.S. degree. He resides in Cranston, Rhode Island.

**MR. ALAN M. SALEMI** - has accepted an appointment as Director of Aquatics. Mr. Salemi received a B.S. degree from the University of Rhode Island and formerly was employed at the Woonsocket YMCA, Camp Shepherd, Providence Central YMCA, and the Pawtucket Boys Club. He resides in Manville, Rhode Island.

**MR. GLEN SAMPSON** - has accepted an appointment as Junior Programmer/Analyst with the Computer Center. Mr. Sampson received a B.A. degree from the University of California at Santa Cruz. He was formerly employed by Sears Roebuck and Wallace Associates and resides in Riverside, Rhode Island.

**DR. SUSAN J. SCHENCK** - has accepted an appointment as Director of Clinical Experiences. Dr. Schenck received a B.S. and an M.Ed. at Rhode Island College, and a C.A.G.S. and Ph.D. at the University of Connecticut. She was formerly employed by the College of Charleston. She resides in Coventry, Rhode Island.

**DR. PATRICIA P. SHOPLAND** - has accepted an appointment as Principal of Henry Barnard School. Dr. Shopland received a B.S. degree from Concordia Teacher's College, and an M.A. and Ed.D. degrees from Columbia University. She was formerly employed by Concordia College, Eastern Nazarene College, and the Mansfield Public Schools. She resides in Mansfield, Massachusetts.

**MS. CYNTHIA L. SOUSA** - has accepted an appointment as Editorial Assistant in the Department of News and Publications Services. Ms. Sousa received a B.A. from the University of Rhode Island and was most recently employed by Rhode Island College, Foster Parents Plan, and Typesetting Service Corporation. Ms. Sousa resides in Warren, Rhode Island.

**MR. HAVEN STARR** - has accepted an appointment as Assistant Principal of the Henry Barnard School. Mr. Starr has served as a member of the faculty of the School since 1969 and most recently served in the temporary positions of Acting Assistant Principal and Acting Principal of the School. He received a B.S. degree from Arkansas State University, a M.S. from Southern Illinois University, and a CAGS from the University of Connecticut. Mr. Starr resides in North Providence, Rhode Island.

**MS. BONNIE L. TROUPE** - has accepted an appointment as Residence Hall Director. Ms. Troupe received a B.S. degree from Salve Regina College. She most recently was employed by Hampton School of English and Nikado Senior High School in Tokyo, Japan. Ms. Troupe will reside in Willard Hall.

**DR. RICHARD R. WEINER** - has accepted an appointment as Dean of the Faculty of Arts and Sciences. He received a Ph.D. at Columbia University and formerly held faculty and administrative positions at the University of North Florida. Dr. Weiner resides in Cranston, Rhode Island.

## Other New Staff Appointments

**NANCY BRAXTON** - Principal Clerk Stenographer, Records Office

**PATRICIA BROCCOLO** - Housekeeper, Custodial Services

**PAULA DINUCCI** - Senior Clerk Typist, School of Social Work

**DEBORAH IANNUCILLI** - Accountant, Accounting

**LOUISE PEARSON** - Cook, College Dining Services

**ROBERT PENDLETON** - Intermittent Clerk, Personnel Services

**CAROL TACELLI** - Senior Clerk Typist, Upward Bound

**DEANNA VELLETRI** - Principal Clerk Typist, Development Office

**DAVID PARISI** - Housekeeper, Housekeeping

**CHARLES CARR** - Heating Plant Engineer, Physical Plant

**ALBERT CAMPANINI** - Janitor, Housekeeping

**EARLE CULTON, JR.** - Janitor, Housekeeping

*This information was prepared by the Office of Personnel Services. We apologize for any omissions and ask that you call them to our attention so that we may include them on an addendum list.*



# Address to the Opening Convocation

Gaige Auditorium, August 30, 1989



## Vision, Voice and Values

by Carol J. Guardo

Earlier this summer I was asked to serve as a visiting faculty member at an institute for women in higher education administration. While there, I sat in on one session in which a lively discussion of leadership was taking place. After a half hour of proposed definitions and characteristics, the person leading the discussion summed up all the thoughts and perspectives which had been expressed in three words—vision, voice and values.

I've chosen these three words—*vision*, *voice* and *values*—as the theme of my remarks today, because I believe that they are precisely what Rhode Island College needs during the next phase of its history as an institution of higher education. It needs *vision* to see the future and to chart a course through the 1990s. It needs *voice* to tell the story of Rhode Island College in clear and resounding terms. And, it needs *values*—values not only to guide the conduct of its own affairs, but also to model for our students alternate ways of shaping the ethical fabric of the environment in which they live.

When I first came to the College, I saw the agenda which spread before us as having two distinct, consecutive phases. The first phase is virtually complete and we are now entering the second phase. Even were I staying with you into the decade of the '90s, the agenda which I put before you today would be precisely the same. It is an agenda which is not of a person, but one which is generated by the current conditions in the College, by the major factors which will impact its future, and by the features of the contemporary environment in which it operates.

We have faced the terrible dragon of demography and we have successfully turned the earlier declines in enrollment around. We did it with a variety of initiatives with which you are all familiar; we did it with a lot of hard work and dedication. And I firmly believe that the results of the past two years are no passing aberration. They are too clear and measurable an accomplishment to be casually or cavalierly dismissed on that ground. Overall enrollment has gone up; graduate enrollment has gone up; continuing education enrollment has gone up. In addition, we are this semester welcoming the largest freshman class in the history of the College and, I should note, we are also welcoming the largest group ever into our general education honors program.

### Vision:

The upshot of all this is that the College is now positioned to face the future in a much stronger posture, with a firm base for its programs and services. As a consequence, while our vision must remain focused on recruitment and retention efforts, it must also see beyond these activities to the management of our overall enrollment patterns of the future. We now need to be asking how large we can grow. In my view, our College has virtually reached the limit of enrollment that it can absorb and serve adequately given our resources, and yet we know that success begets success.

Now is the time, therefore, to cast our vision ahead and ask ourselves where we want to be in the mid-90s. This is definitely *not* the time to give in to the temptation to suffer the myopia imposed by obsession with constrained budgets. Now more than ever, we need the vision to look beyond the immediate moment and to see and to confront the possibilities for the future. I have heard again and again, and I have myself voiced the same observation—that this is a college with

enormous potential, and a college becoming better known for the quality of its educational programs. Having deflected the blows which demography had been predicted to hold in store for us, the College must now address how it can

position itself further to take full advantage of the more benign demographic landscape which is before us.

Higher education has used many metaphors when talking about enrollment. Some talk of pipelines and others talk of bridges. If we speak of bridges, then the span of our enrollment bridge now reaches across the demographic chasm to the upward slope on the other side. Or, if we speak of pipelines, then realize that the freshman class which we welcome this academic year is the class of 1993, which not incidentally is the year when the demographic trend line for Rhode Island begins its slow, gradual movement upwards. And, because we know that many of our students take more than four years to complete their studies, we are also talking of the years beyond 1993. Thus, we already have in our academic pipeline, students for the mid-90s. We, of course, need to educate and nurture and retain them, but we must also recognize that we have begun to build our future with them.

It is timely then to ask what we want for these students. How will we address their educational and career aspirations and how will these differ from those of our recent graduates? What programs must we plan, alter or develop for them?

This is the kind of vision of which I speak. It is a collective vision which is needed, and not that of any one person or even any group of persons. It is the vision which results from shared purposes and common goals; it involves all of us taken together. It is the vision to imagine the future, a courageous vision which embraces both the continuities and changes that a new vision suggests. It is a risk-taking vision which provides impetus to move forward boldly even when the picture of the future is hazy or ambiguous.

Based on my experience here, I firmly believe that there is enough of the visionary in this community to address the decade ahead in a creative and substantive way. Concrete steps will suggest themselves like the building of additional residential facilities which we need and which will enhance the quality of this campus. Less tangible steps will also be needed like those involved in the revision of our general education curriculum. And please bear in mind as this revision occurs that it is not the students of today, but the students of tomorrow, those who will walk into the 21st century to pursue their careers, for whom the revision must be designed.

In many ways the self-study report required for our New England Association accreditation review comes at a most propitious moment. In that document will be gathered the accomplishments and achievements of the past decade on which the agenda for the next few years will be premised. Such a document not only catalogs the past, but it can also provide a common base of knowledge and understanding of the College. While its contents will be suggestive of specific strategies and initiatives for the future, its chronicle of the strengths and concerns of the College will provide the basis for the development of a sense of common purpose. Thus, while many of you are experiencing the tedium often associated with putting together such a report, please bear in mind the need for the vision to see and exploit its higher order value to the College community.

Properly done, the self-study can be the prologue to the next phase of the Rhode Island College future.

### Voice:

Vision without voice is, however, valueless. We must give voice again and again to who we are, what we are, what we can do, and for whom. It is not accidental that we have articulated at many times and in many places these past few years what it means to be a comprehensive college—an institution where the values and benefits of a liberal education are brought together with the values and benefits of a professional education. By integrating the perspectives of both forms of education, we prepare our students for a useful career as well as for a useful life. It is essential that this fundamental mission be voiced repeatedly in order to inform our several publics about the scope of the educational enterprise which Rhode Island College has become and to foster appreciation for the range of programs that are offered to fulfill its mission.

Our mission remains the bedrock of our future. It provides the context in which we will answer the questions which I posed earlier about our students and programs of the future. I still foresee no significant change in our mission, only its continual refinement and evolution.

We must also continue to give voice to the case for attending Rhode Island College. We must tell our prospective students in terms which they readily grasp what the values and benefits of our programs are. We must tell them why pursuing and obtaining a college degree not only enriches them intellectually, but also contributes to their overall personal and professional development.

As you know, we have given special attention to the publications which support our recruitment and admissions activities. This agenda must continue with constant vigilance for clarity, coherence, and consistency of expression. I am convinced that one of the factors in our enrollment success has been the improved presentation of the College through our written and graphic materials. These have been complemented by the promotional campaign which we launched last spring and which indeed has raised the visibility of the College in the community that we are charged to serve. That campaign must and will be repeated in order to reinforce the message that the College is an asset to the state and a rich resource for scores of people seeking to better their life circumstances through higher education.

If the developments of the last few months are any indicator of what lies ahead, at least in the short term, it will also be necessary to give forceful voice to the needs of the institution as resources in support of our mission become increasingly difficult to obtain. Again I speak of a collective voice whose expression is informed by common purposes and shared goals.

Experience has taught us that we are most effective in advocating for the College and in securing support when we speak with one voice. Thus, we must ask what our needs are, what our priorities are, what our plans are, and how we will fulfill them. And, we must generate the answers by continuing our progress toward more effective shared governance involving faculty, staff and administrators. This progress is vital for our future because it undergirds the achievement of both a collective vision and a collective voice. When we come together, when vision and voice come together, then our message is and will be compellingly powerful.

### Values:

The third element—values—which also provides theme for my remarks today is more difficult to address than vision and voice. What is referenced here by the word are the higher order values of the academy and of human conduct. Values speak to the academic as well as the ethical and moral tone of our educational enterprise. Fostering and achieving such values are, in my opinion, crucial to the advancement of this College as well as its counterparts across the country.

Looking ahead, we know that one of the major changes in the academy which will take place in the '90s is the significant turnover in faculty as large numbers of the current roster reach retirement age. Such will be the case at the College. Not only will we have to confront the challenge of replenishing faculty ranks from what is predicted to be an insufficient pool of candidates, but we will also face the task of socializing new faculty into the academy.

As we address the processes by which faculty become involved and committed to an institution, we must be certain to address the values of collegiality among colleagues and of collegial governance patterns for the institution as a whole. We need a strong voice in support of these values; we need also to take action to open up processes and

use them to attain a common vision of the College's annual agenda and its longer term goals. The achievement of this value is one worthy of our collective efforts.

Another major change which we will see occurring in higher education in the '90s is in the profile of our students. On a national level, we are aware that the features of the college student has been changing for some time now. The profile has become more feminine as the enrollment of women has outpaced that of men for the last decade. The profile has become older as the average age of students has moved upwards. In the years ahead, the profile is projected to change still more. Here at Rhode Island College, we need to recognize the features of our current student profile and to anticipate the coming changes and prepare our campus environment for them.

Throughout the history of the College, the majority of students enrolled have been and are female. Yet, we know that instances of sexism still occur on this campus and more work must be done to educate about the problem and to eradicate it. As we look ahead, we recognize that more of our students will be students of color with diverse ethnic and cultural backgrounds. Yet, we know that instances of racism still occur on this campus and more work must be done to educate about the problem and to eradicate it.

This is the kind of values of which I speak. Collective values, values that embrace the dignity of each and every person who is a member of this community and that ensure a welcoming and congenial environment for all who work and study here. In essence, our own value orientations may need examination, development and further inculcation. But our greatest challenge lies in addressing the education in values and ethical human conduct that we will provide for our students.

The world and national contexts in which we operate offer little to guide us. Quite to the contrary, the daily news provides us with instance after instance of corruption and deception and low esteem for the value of human life. These events and conditions pose a major challenge to higher education, especially in its allegiance to the values of the liberal arts which have long sought to embrace and to elucidate the ethical dimensions of human conduct.

If we shift our focus to the state level, we fare no better. There is little in the public domain to suggest ways in which we might educate for or inculcate stronger and healthier value orientations or ethical sensibilities in our students. Realistically, we must turn inward to our own resources to take this challenge on as we strive to provide our students with the best possible education—an education which will help them make contributions not only to their chosen professions, but also to the values and ethics which guide their professional activities as well as their daily lives.

Thus, we must give concerted attention, across our curriculum and far beyond one course in category eight of our general education requirements, to the teaching and modeling of modes of thinking and acting which derive from value orientations and ethical viewpoints which enhance the conduct of human affairs. In this endeavor, we must remember that it is by example, more than through any other form of teaching, that we give to our students a better perspective on the human condition and its ethical and moral dimensions.

### Coda:

From where we now stand as an institution of higher education, we can dare to look into the future boldly and courageously. I would be less than candid, however, if I did not say that there are also some storm clouds on the horizon. But all in all, the conditions are right for following through on the strategies and initiatives which are already underway and which can carry the College into the next phase of its agenda.

There is resident here both the intellectual power and the will to see, define and work to implement a vision for the '90s. And I can attest to the fact that there is resident here strong and forceful voices to explain, promote and extol the values of the College. I am also convinced that there is resident here sufficient depth of knowledge and sensitivity to the academic and ethical values which we seek to impart to our students that we can even succeed with this educational challenge. In short, the ingredients are here for the attainment of the collective vision, the collective voice, and the collective values which will script the agenda of the College for the '90s.

In closing, let me say that I have been pleased to have had a part in shaping the vision which has brought us to the threshold of the '90s. I have appreciated the opportunity to give voice to the strengths and benefits of the College. I have come to value all that the College is and stands for, most especially its people. And, I know that in a few short months when I leave the College, I will be leaving it in good hands because I will be leaving it in your hands.



# General Ed Program validated but changes needed

by George LaTour

While Rhode Island College's General Education Program "achieves most of its goals" and "retains the support of most faculty and students," the Committee to Assess General Education (CAGE) here found the program "lacks coherence" and "has not worked as well as it should have" on a structural level over the past seven years.

The committee also found the program "lacks both a coherent and required ethics component and a true capstone experience," one that would help integrate at least some of what the student has learned in general education, and thus help bring coherence to the program as a whole.

The committee went on to say, "There is considerable disparity in the quality and rigor of courses offered in general education when measured against its over-all as well as specific category goals."

"Its over-all quality can be increased," said CAGE.

Releasing its findings recently in a 40-page report which capped nearly two years of study, the committee recommended—among a dozen specific recommendations—that the core courses in the program "be modified and closely articulated with one another."

The committee also recommended that the administration of the program "be re-organized to give faculty a greater responsibility" in the program.

Despite recommended changes in many areas of the general education program, the committee went on record as endorsing the "philosophy, objectives and structure of the program" and said these "should be retained substantially in their present form."

## Part of the reason

Part of the reason the program lacks coherence is structural within the program itself and in terms of its relationship to the wider College curriculum, said CAGE.

Part is a result of content, and part arises from the fact that, at least in the case of faculty, some "either do not understand or participate in general education."

"In our view a lack of coherence is a major deficiency of our program and should be rectified," said the committee.

Over the last seven years of the program, the committee noted, "the program has not worked as well as it should have at least in terms of how students

work their way through general education."

"It can be made to operate much better than it does," CAGE concluded.

The genesis of the study committee goes back to the fall of 1986 when the Curriculum Committee and President Carol J. Guardo discussed the "desirability of evaluating" the program and concluded such an evaluation should be undertaken.

By early 1988, the committee was established and charged with determining "...the extent to which the General Education Program was meeting its stated goals."

CAGE proceeded to survey departments, faculty and students. It conducted interviews with faculty, administrators and students; reviewed the documents defining the General Education Program; analyzed the relationship of its programs and majors; reviewed the more recent literature on general education and specifically on evaluating general education.

It also invited a consultant, Dr. Gary Miller, an expert on general education, to examine the program and meet with the committee.

CAGE examined student transcript files as they pertained to student course selection in general education, and examined syllabuses of "virtually all courses offered" in the General Education Program.

"We think we have learned a good deal about our program and about general education generally!"

"There are some things we did not learn and a few others we could not learn," noted the committee report.

"Now that we have completed our evaluation, we are more aware of the difficulties involved in carrying out an objective and comprehensive evaluation of a general education program, here or elsewhere."

"Be that as it may, we have come to some conclusions about our General Education Program and its relative effectiveness," said CAGE.

Affirming at the outset that Rhode Island College is a comprehensive college with a mission to prepare undergraduates to work in diverse careers, "whose common thread lies in their direct service to society," CAGE said the purpose, then, of the General Education Program is "to ensure that its graduates have a solid grounding in the traditions on which our society is based so that they can make informed decisions as citizens as they confront the problems of the future."

"These assumptions, it should be stressed, are common to undergraduate education at similar comprehensive colleges," said CAGE.

Namely, that an undergraduate general education serves a dual purpose, one practical, the other cognitive (factual knowledge).

The practical purpose would be the development of essential skills and a fund of basic knowledge suitable for continued specialized study, or, more recently, to provide technical training for specific professional occupations.

The cognitive—historically, the oldest—is to provide students with a "framework for shared cultural literacy" judged necessary for cultural awareness and the ability to think critically and make ethical judgments necessary for active, thoughtful citizenship.

"The General Education Program at Rhode Island College, in terms of its stated philosophy and goals, clearly is designed to achieve these ends," said CAGE.

"In terms of its philosophy and structure, the General Education Program achieves most of its goals and objectives. With appropriate modifications it has the potential of achieving them all," said the committee.

## Open meeting planned for discussion of CAGE report

Rhode Island College Curriculum Committee plans to hold one or more open meetings for the College community to offer commentary and debate about the content of the report of the Committee to Assess General Education (CAGE) here.

Scott Mueller, chair of the Curriculum Committee, said the meeting or meetings would take place between this September and November.

Curriculum Committee consideration of the recommendations are to begin at the end of the fall semester.

Mueller says members of the College community, most of whom have already been sent copies of the report, will be sent an announcement in the fall about the date, time and place of the meeting or meetings.

Members of CAGE are: Janet Billson, Robert Carey, Kristy Davis, John Finger, Catherine Flanagan, James Magyar, Richard Olmsted, Laurie Pamental, Amritjit Singh, Arthur Smith, Judith Stillman and David Thomas, chair.

## ★ ORIENTATION

(continued from page 1)

Later, they attend an actual College class, tour the campus, attend an informal discussion of financial aid and the College billing system. A question and answer period follows a luncheon.

Dante DelGiudice, a 1979 graduate of the College, and director of the College's Dance Company, has been a faculty advisor for New Student Orientation for three years.

DelGiudice, a Providence resident, has really enjoyed working during orientation. Along with the fun and excitement of the program, he said, he has learned a lot about the College—policies, rules, regulations and problems such as the need for more faculty.

DelGiudice, having been associated with the College for many years directing the dance company for the past six years and also having worked in the admissions office said he was surprised at the new things he learned about Rhode Island College from the orientation experience. He advises other faculty members to take advantage of the experience.

Orientation, he said, has given him a chance to "rub elbows with the College's greatest resources"—its faculty and students.

DelGiudice credits Passarelli with making the program such a success. "Delores is a student advocate. She wants the students' experience to be as positive as possible."

The peer counselors and faculty staff members "really care about the College," DelGiudice said. Although they are paid, peer counselors and faculty staff members really do it for the experience, DelGiudice said. "It is very rewarding."

Jean Turbitt of Coventry worked this summer as a peer counselor. She will be a sophomore in the fall and has not yet declared a major. She said she worked at orientation because she enjoyed her own freshman orientation so much.

"I've always been a helping person." Orientation allowed her to help others while learning a lot about herself and the College, she said.

"The freshmen really appreciate the help, and I learn a lot from the faculty staff members about degree programs."

She said that at the end of each session the freshmen fill out comment sheets about their orientation experience. "It really makes you feel good when you read 'I had a great time,' or 'The staff really made me feel comfortable,'" Turbitt said.

## ★ FRESHMEN

(continued from page 1)

"We are fulfilling the needs of the state by offering a quality education to those students." But, he went on, "we are also losing students from the state, who would attend Rhode Island College if the residential experience was offered to them."

Other than the increase in the number of applicants and the rise in freshman enrollment figures, two other factors are pointing in the direction of showing a need for more dormitory space, Penfield said.

"One is that current students who are living in the dorms want to continue their on-campus living arrangements. Secondly, the waiting list for students wanting to live on campus has steadily increased over the years, reaching numbers over 320 in 1988," according to Penfield.

Cherie Withrow, Director of the Office of Residential Life and Housing, said that the current student return number to residential living for this entering population is 444. With the limited number of residential hall rooms available at only 620, fewer and fewer new students will be able to "experience on-campus living."

"We are already expecting to double up 70 students," she explained. "It can't be stretched any further. The answer is to build another hall to house at least 200 more students."

## ★ HIKING

(continued from page 5)

Blamires recalls a couple from Cape Cod who did not look like average hikers. As it turned out, they were hiking up to a point where they could scatter their sons' ashes. They planned to return to the same spot each year as a memorial to their son.

"Hiking is an activity most people can participate in," Blamires explains. "You should be in pretty good shape, however. Although you are only covering 6 or 7 miles per day, it is not level so it can be grueling," he says. A good pair of hiking boots are a must, according to Blamires.

Blamires, a soft-spoken man, now science chairman of Western Hills Junior High School in Cranston, explains how the Appalachian Mountain Club (AMC) has made hiking easier for all hikers. The AMC was founded in 1876 and is the oldest mountaineering/conservation organization in the country. The major aim of the AMC is to encourage the wise use of our mountains, forests and natural areas through leadership training, research and education.

The AMC has uniquely spaced eight huts along the Appalachian Trail so that hikers can plan day-hikes and reach a hut by the end of the day where they can spend the night in a co-ed bunkroom for about \$40 a night.

"The huts allow you to carry less cumbersome packs since mattresses, pillows and blankets are provided. Also, you don't have to carry much food because dinner and breakfast is served at the hut," Blamires says.

Blamires explains the philosophy that most hikers live by while hiking. He says that hikers try to stay on the trails to prevent damage to the mountain environment. "Workers in the huts even haul food and supplies in on their backs to preserve what's there," he says. The golden rule is "carry out everything you carry in." In other words, "no littering."

Blamires, his wife Linda and their three children live in Greene. Blamires even convinced his wife to try hiking this year. "We went up with two other couples and covered some of the easier trails," Blamires says. "She really enjoyed it."

One of Blamires' goals is to canoe the Connecticut River from Maine to Connecticut. He estimates that the trip will take him two to three weeks.

Blamires also talks about writing a book about hiking after retiring. Until then, he says he will continue to hike and play a lot of tennis in his free time. He says he feels fortunate being a teacher and having time off during the summer to do what he really enjoys.

higher grade point averages, and experience a more well-rounded college experience if they live on the campus."

"We are definitely seeing that result with the rate of current residents wanting to return to the dorms each year," Penfield said.

Admissions office said that 342 freshmen applicants requested housing for this year.

"We only have 620 rooms available, with 444 returning students to dorms," Sullivan said, "add it up, that leaves 176 rooms available. There is no way to fully serve our freshmen population—never mind the requests for dormitory rooms from transfer students and others—unless new on-campus housing becomes available."

According to Donald Taft, supervisor of educational statistics for the state Department of Education, the general decrease in upper secondary grades "has leveled off, and the upward trend of more Rhode Islanders available to enter into college in the next five to ten years is on the horizon."

"In order to meet the challenges of future enrollments and to enhance the attractiveness of Rhode Island College to its primary population—Rhode Island residents—a thorough look at the possibility of building a new dorm should be seriously considered," Penfield said.



## Foster's Richard Comerford provides—

# Campus security: A firm hand in a velvet glove



**HIGH-TECH SECURITY:** Richard Comerford, director of Rhode Island College Security and Safety, with some of the equipment he and his force use to maintain campus security. Included are telephoto lens cameras, computers and walkie-talkies. (What's News Photo by Gordon E. Rowley)

by George LaTour

Sometimes it takes a tough cop, but more than likely the job of maintaining campus security requires a firm hand in a velvet glove.

Richard M. Comerford of Foster can and does play the roles necessary in his position as director of security and safety at Rhode Island College.

A former police lieutenant with the Providence Police Department and, before that, while in the Marines, assistant crew chief of the Marine Corps commandant's airplane, Comerford has headed the College's Department of Security and Safety for 10 years.

During that time—and during his 17 years on the Providence P.D.—Comerford has seen it all.

And, he attests, “just when I think I can't be surprised any more, someone adds a new twist” to an old crime.

Comerford, a big man with reddish hair and the hint of freckles on his face, dressed in a business suit, appears easy going and relaxed.

### Make no mistake about it

But, make no mistake about it, under a “public relations” veneer, is a methodical police professional, highly trained and proficient in all phases of both safety and security.

Comerford heads a force of more than 20 men and women, 12 of whom are police officers with all the power to arrest of any municipal police officer.

By ordinance, the College's security and safety department is mandated to enforce all local and state laws as are the police in any municipality.

“Sometimes the students and others on campus have the feeling, ‘well, they're just security officers,’ and don't pay heed to parking or other motor vehicle violations.

“Are they surprised when they end up in court!” says Comerford.

As a “street cop” who went up through the ranks on the Providence P.D., Comerford was involved in everything from shoplifting to homicide investigations.

In answer to a reporter's question, he responds with a slight grin: “No. I've never been shot at, but have had people who tried to run me down.”

### Goes with territory

“That kind of thing goes with the territory,” assures Comerford, who was commended 39 times for outstanding police work with the Providence P.D., and was named the College's staff member of the year in 1984 by the Rhode Island College Alumni Association.

Is college campus security much different from big city police work (Providence is the second largest city in New England)?

Yes and no, Comerford says.

“Security and safety is a mixed bag,” he explains, adding, “it's not what people originally thought it was years ago.”

And, it's certainly not in any form or fashion the “Scuttle-de-corps” security force of British TV comic Benny Hill with forgetful, toothless old men nodding off to sleep now and again.

Security people are “better educated and better informed” today than ever. They are more often trained police professionals, many younger, more career-oriented than their counterparts of 20 years ago.

A few of the patrolmen are older and near retirement but, points out Comerford, “they bring knowledge, experience and a rapport with people in the community and are very much appreciated.”

### ...is passe now

“Checking the doors alone (after hours on closed offices and/or buildings) is passe now, although we still do that,” says Comerford.

“Today, security departments are involved in law enforcement. Three-quarters of our department are police officers with the same powers of arrest as any regular police department. The only difference is,” Comerford points out, “they don't carry guns.”

And, security personnel “get the same training as any municipal police (i.e. police academy).”

Are there drug problems, sexual offenses, assaults, break-ins, etc. as in many communities?

Comerford points out that any organization or community has its share of “bad apples,” those who are uncooperative with the rules and regulations and with those whose job it is to enforce them.

He feels Rhode Island College “is fortunate with the caliber of students it has” with the vast majority being serious about their studies and well behaved.

Less than one percent at the College, he says, could be viewed as uncooperative.

Of course, young adults, as they are referred to on campus these days, “like to party” now and then. Comerford describes this activity at Rhode Island College as rather “low key,” however, and says it seldom presents real problems of behavior.

### Most of our problems

“Most of our problems are with people coming on campus who don't belong here—people from the larger community.”

The College's Department of Security and Safety has made two narcotics arrests in the 10 years Comerford has been in charge and he's made both of them personally.

In one of the arrests, the young man had a lethal weapon on him but he was not a member of the College community. In the other case the person arrested was a member of the student body, says Comerford.

“In a 10-year period, that's not bad—two narcotics arrests.”

There have been two reported rapes in the same 10-year period, reports Comerford; one suspect was arrested by Providence police and the other by the Department of Security and Safety. Both cases went to court.

“As in any community,” says Comerford, “there's larceny from buildings and we've had our share and made arrests.”

### Of special concern

Auto theft and theft from autos is an area of special concern for Comerford and his force with more than 3,000 vehicles coming on campus each day.

Comerford's department provides photo surveillance of most parking areas on the 125-acre campus which straddles the North Providence-Providence boundary line.

Other areas of responsibility for the security force includes a 24-hour-a-day, 365-days-a-year escort service for female students, faculty or staff who do not wish to walk between buildings alone, particularly in the evening hours; the monitoring of all fire alarm systems, and hazardous waste materials.

“We're constantly making recommendations to the college community,” assures Comerford.

For instance, there's tips to avoid car theft and tips for a safe Halloween (for parents).

Fire drills are conducted in the student residence halls and a lost-and-found service is provided.

### Raised in Alaska

Comerford was born in Plattsburg, N.Y., but raised in Alaska where his father—in military service—was stationed.

He attended Anchorage High School before joining the Marines and sent to San Diego for training.

While stationed at Marine Corps Headquarters in Washington, D.C., he made a trip to Rhode Island with a buddy and met Maureen McLaughlin of Providence who was to become his wife.

Mrs. Comerford is deputy town clerk in Foster.

The couple has two sons, Richard Jr. and Michael Patrick, and a daughter, Kathleen.

Kathleen attended Rhode Island College and was Student Parliament president. His son, Richard, also attended and graduated from the College.

Both sons are now married.

Comerford has a bachelor of science degree in law enforcement from Bryant College and a master of education degree from Rhode Island College.

Other formal education includes that received at the Command Training Institute at Babson College in Massachusetts and the FBI National Academy at Quantico, Va.

While on the Providence police force, he taught law enforcement, fire science, private security and natural resources security (park police) for six years at Central High School.

His students were high school juniors and seniors who were interested in law enforcement careers.

As the first teacher in the state to present these courses, Comerford feels he “got a lot of kids started in police, fire and corrections careers,” a thought that brings great satisfaction to this college security professional.

### Performing Arts Series

## To offer music, mime, dance in 8 concerts

Bebe Miller and Ralph Lemon dance companies will kick off the 1989-90 Performing Arts Series at Rhode Island College's Roberts Hall auditorium on Oct. 15.

They will be followed by seven other performances by top-rated artists through April 24.

All seating will be reserved. Group rates and discounts for students and senior citizens will be available. Ticket prices and box office hours will be announced at later dates.

Other scheduled performances and their dates are: Robert Shields of Shields and Yarnell mime artists fame, Nov. 15; the Mac Frampton Trio, Dec. 1; Stephanie Chase, classical violinist, Jan. 20; Merce Cunningham Dance Co., Feb. 22.

Also, Les Ballets Jazz de Montreal, March 6; The Best of Gilbert and Sullivan with stars of the famed D'Oyly Carte Opera Co. of London, March 23; Porgy and Bess: A Jazz Transcription with special guest William Warfield as narrator, April 24.

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## Music dept. sets fall concerts



EDWARD MARKWARD

Four offerings will be made this fall by the Rhode Island College Music Department, beginning Oct. 23 with a performance by the symphony orchestra.

Edward Markward will conduct the orchestra in Lambro's "Miraflares," Bach's "Suite No. 2" and Tchaikovsky's "Symphony No. 6."

Susan Thomas will be featured on flute.

The performance will be conducted in Roberts Hall auditorium starting at 8:15 p.m.

The College Wind Ensemble will perform Herbert Bielawa's "Spectrum" and Gordon Jacob's "Suite in B-flat" on Nov. 19 under the direction of Francis Marciniak in Roberts Hall auditorium at 3 p.m. on Nov. 19.

The Chamber Singers will perform a world premiere of *Christus* by Richard Cumming and other seasonal music at a site to be announced on Dec. 4 with Markward conducting.

The College Chorus and Orchestra will perform Bach's "Christmas Oratorio" with Markward conducting on Dec. 11. Sarah Baker, soprano; Georgette Ross-Hutchins, mezzo-soprano; Donald St. Jean, tenor, and William Jones, baritone, will be featured performers.

Both Chamber Singers and Chorus and Orchestra performances will be in Roberts Hall auditorium at 8:15 p.m. All performances are free and open to the public.

## Chamber Music Series slates five afternoon performances in fall

Bulgarian pianist Emma Tahmisian, a prize winner in the 1985 Van Cliburn International Competition, will be one of the featured artists in this fall's Rhode Island College Chamber Music Series.

Tahmisian, who is also a grand prize winner of the Robert Schumann Competition, will perform on Nov. 29, capping off the fall season's performances.

Other performances are slated for Sept. 20, Oct. 4 and 18, and Nov. 8. All fall on Wednesday at 1 p.m. in Roberts Hall 138 (recital hall).

The recitals are all free and open to the public.

Delight Immonen on oboe and Donald St. Jean, tenor, both faculty members of the College music department, will perform on Sept. 20; Mary Sadovnikoff, fortepiano, and Scott Metcalfe, violin, on

Oct. 4; Marlies Kehler, soprano, on Oct. 18, and a mosaic of chamber music ensembles with Leslie Forgey, flute; James Forgey, clarinet, and Raymond Buttero, piano, on Nov. 8.

## College Theatre to offer 'Gillian' and 'Scoundrel'

Rhode Island College Theatre plans two productions for this fall: "To Gillian on Her 37th Birthday" on Oct. 5-8 and "The Diary of a Scoundrel" on Nov. 9-12.

The first, written by Michael Brady, will be directed by Elaine Perry; the second, written by Alexander Ostrovsky, will be directed by David Burr. Perry and Burr are members of the theatre faculty here.

"To Gillian on Her 37th Birthday" is a play about the reaffirming power of love. "The Diary of a Scoundrel" is a comedy of manners about a likable rogue in 19th Century Russian society.

Both productions will be staged in Roberts Hall auditorium at 8 p.m. and 2 o'clock Sunday matinees. General admission tickets are \$5.50. Student and senior citizen discounts are given.

## Dance Company mini-concerts set for Oct. 11-13

The annual Mini-Concert Series for Rhode Island grade school children by the Rhode Island College Dance Company is scheduled for Oct. 11, 12 and 13 in Roberts Hall auditorium.

The free educational modern dance program, which is presented in a lecture/demonstration format, will be presented at 9:15 and 10:30 a.m. each day.

Other activities planned by the dance company this semester include Sheila's Dance Party on Oct. 12 whereby the College dancers will join in a benefit concert for the Sheila Duch Maneca Fund in Roberts Hall auditorium at 8 p.m.

Maneca, best known locally for her costume designs, suffers from leukemia.

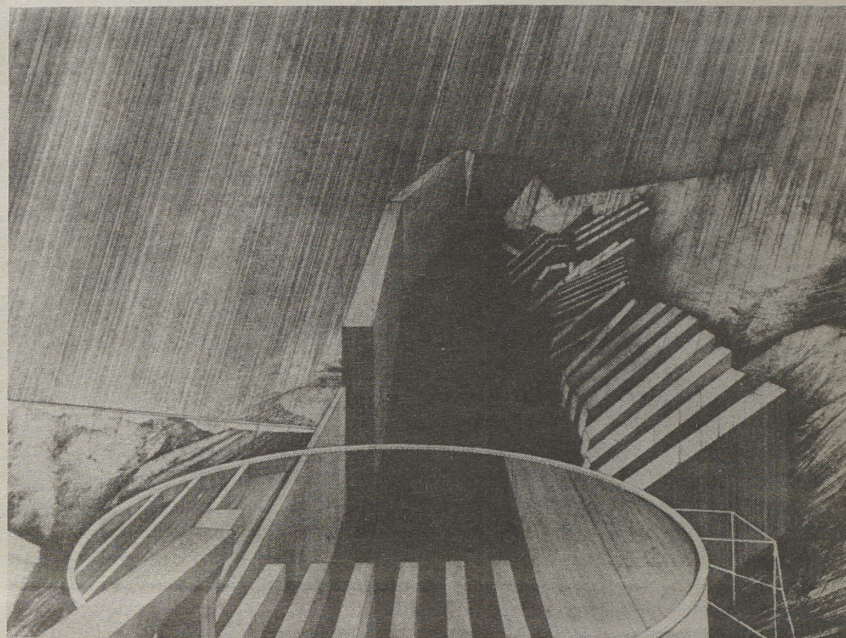
Other dance groups to participate include Fusionworks, Groundwork Dance Theatre, Mary Paula Hunter and Dancers, Shoda Moving Theatre and the Roger Williams College Dance Theatre.

General admission for the performance is \$10 (\$15 with reception).

On Nov. 5-9, open company classes with New York choreographer Mark Taylor will be offered at the Walsh Center 106.

The dance company's winter concert is slated for Dec. 8 with Mark Taylor and Friends in Roberts Hall auditorium at 8 p.m. General admission is \$6.

## Bannister Gallery exhibits to feature printmakers, photographers, sculpture



LANDSCAPE XX, 1986, Etching, Engraving, Drypoint, 29" x 41½" by Evan Summer.

The works of six noted printmakers from Providence to Rome, Italy, will be exhibited at Rhode Island College's Bannister Gallery in the Art Center Sept. 7-28, opening up the fall/winter season there.

The photographs of Arno Rafael Minkinen, whose works have been published worldwide, will be on exhibit Oct. 5-26.

The Faculty Show, representing all areas of studio art taught at the College, is slated from Nov. 2-22. The sculpture of J.J. Szekely of Romania is set for Dec. 1-21.

All exhibits are free and open to the public.

Gallery hours are Monday through Friday, 11 a.m. to 4 p.m. and Tuesday and Thursday evenings from 6 to 9.

# Calendar of Events

## Sept. 5-Sept. 18

### Tuesday, Sept. 5

3:30 p.m.—*Men's Soccer*. Rhode Island College vs. Nichols College. Away.

### Wednesday, Sept. 6

11:30 a.m. to 1 p.m.—*Noontime Series* to feature pianist Alex Tomasso. Donovan Dining Center.

### Thursday, Sept. 7

7 to 9 p.m.—*Exhibition of Printmaker's Works* to open at Bannister Gallery, Art Center. Works by J. Michael Armentrout, Nona Hershey, Joseph Norman, Tim Sheesley, Laurie Sloan, and Evan Summer will be featured.

### Saturday, Sept. 9

1 p.m.—*Men's Soccer*. Rhode Island College vs. University of Southern Maine. Home.

1 p.m.—*Women's Volleyball*. Rhode Island College vs. Stonehill College. Home.

### Sunday, Sept. 10

11:45 a.m. to 12:45 p.m.—*Sunday Brunch Series*. Pianist Alex Tomasso will perform. Donovan Dining Center.

### Monday, Sept. 11

Noon to 12:45 p.m.—*Food For Thought* series, being offered by the Office of New Student Programs, will open with the topic "Self-Management Strategies." Speaker will be Douglas Cureton, Campus Center. Student Union 306.

8:30 p.m.—*Comedy Cafe*. Boston comedians will be featured. Hosted by Ed DelGrande. Coffee Ground, Student Union. Free.

### Tuesday, Sept. 12

9 to 11 p.m.—*New Music Night*. Progressive rock to be performed by Winston's Diary. Coffee Ground, Student Union. Admission is free.

### Wednesday, Sept. 13

Noon to 1:30 p.m.—*Orientation Program* for returning adult students. Representatives from various departments and adult students who have resumed college study in previous semesters will be available to answer questions. Faculty Dining Center. Lunch will be provided. For more information, call 245-8474, 456-8091, or 456-8118.

12:30 p.m.—*Noontime Series*. High tech rhythm and soul band, Hi-Tech Duo, to perform on the campus esplanade.

12:30 to 2 p.m.—*Student Organizations Day*. Representatives from the College's student organizations will be available to describe their organizations' activities. The event will be held in the area adjacent to the Student Union. In case of inclement weather, it will be held in the Student Union ballroom.

3:30 p.m.—*Men's Soccer*. Rhode Island College vs. Bryant College. Away.

4 p.m.—*Women's Tennis*. Rhode Island College vs. Stonehill College. Away.

7 p.m.—*Women's Volleyball*. Rhode Island College vs. University of New Haven. Home.

### Friday, Sept. 15

4 p.m.—*Women's Cross Country*. Rhode Island College vs. Stonehill College. Away.

### Saturday, Sept. 16

TBA—*Women's Cross Country*. Rhode Island College at the Bryant College Invitational.

9 a.m.—*Women's Volleyball*. Rhode Island College at the Roger Williams College Invitational with Vassar, Western Connecticut, Westfield, Framingham, Massachusetts Maritime and Eastern Nazarene.

1 p.m.—*Men's Soccer*. Rhode Island College vs. Fitchburg State College. Home.

2 p.m.—*Men's Cross Country*. Rhode Island College vs. Bryant College. Away.

### Sunday, Sept. 17

11:45 a.m. to 12:45 p.m.—*Sunday Brunch Series* to feature flutist Kris Cerep. Donovan Dining Center.

### Monday, Sept. 18

8:30 p.m.—*Comedy Cafe*. Boston comedians will be featured. Hosted by Ed DelGrande. Coffee Ground, Student Union. Free.